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**MATHEMATICA**  
Policy Research, Inc.

## **Evaluation of the Impact of Teacher Induction Programs**

*Supporting Statement for  
Request for OMB Approval  
of Data Collection  
Instruments*

*Final*

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## **A. JUSTIFICATION**

This request for OMB clearance addresses data collection activities for the Evaluation of the Impact of Teacher Induction Programs. Teacher induction refers to a program of services provided to novice teachers, typically in their first year. These services often include multiple forms of instructional and emotional support during the critical first year, such as working with a mentor, participating in professional development workshops, and obtaining structured feedback on classroom practices. This study is designed to test rigorously whether the use of a high-intensity teacher induction program improves teacher retention rates, teacher practices, and student achievement. Through qualitative and quantitative data collection, the study will compare the effectiveness of high-intensity teacher induction programs with that of lower-intensity programs, which are the norm in many school districts nationwide.

Three reasons motivate this rigorous study of the impacts of high-intensity teacher induction programs. First, research evidence suggests that the single most important factor in student achievement is the quality of the classroom teacher (Mayer et al. 2002). In response to this evidence, the No Child Left Behind (NCLB) Act of 2001 calls on state and local educators to increase the numbers of highly qualified teachers in our nation's public schools. At the same time, some states are mandating the use of induction for novice teachers, and several proposals for the Higher Education Act include funds for such programs. In response, the percentage of novice public school teachers who participated in such a program increased from 51 percent in 1990-1991 to 83 percent in 1999-2000 (Smith and Ingersoll 2003).

Second, the need for this study also stems from a growing body of evidence related to teacher turnover. About 14 percent of teachers leave the profession after one year, and subsequent years also have high exit rates (Ingersoll 2003). High turnover rates limit the stock of experienced teachers, who have greater impact on student achievement than those with less

experience (Sanders and Rivers 1996). Frequent turnover, especially in districts with high poverty rates, also requires that thousands of dollars be spent to recruit, hire, and train a replacement for each departing teacher. The Alliance for Excellent Education (2004) estimates the annual cost of teacher attrition to be \$2.6 billion nationwide.

Third, the need for this study stems from a lack of scientifically based information on whether more intensive, and hence more expensive, induction programs are the most appropriate type of program to implement. States and local districts, which invest substantial funding in induction programs, do not have a sound understanding of the worthiness of their investments. Considerable consensus exists about the potential value of components such as intensive, structured mentoring by experienced and carefully selected expert teachers; formative assessments of teaching practices; ongoing professional development workshops; and a clear focus on the instructional aspects of teaching. Nevertheless, only about one percent of novice teachers participate in a program with such elements (Smith and Ingersoll 2004). Policymakers and educators need better evidence to understand whether a comprehensive, or “high-intensity,” teacher induction model is an effective use of resources.

To inform this debate, Institute of Education Sciences (IES) of the U.S. Department of Education (ED) has funded the Evaluation of the Impact of Teacher Induction Programs. The study will compare the benefits and costs of the programs to examine whether high-intensity teacher induction programs lead to higher teacher retention rates, better teacher practices, and higher student achievement, and whether such programs are worthwhile investments.

To do so, the study will randomly assign schools to receive either the district’s current low-intensity induction program (the control group) or one of two high-intensity programs (the treatment group). Use of random assignment ensures scientifically valid estimates of the impacts

of the high-intensity teacher induction programs on outcomes, compared with those of lower-intensity programs.

Two organizations will provide high-intensity programs—Educational Testing Service (ETS) and the New Teacher Center (NTC)—to increase confidence that impact estimates are not dependent on the specific aspects of a particular provider. ETS and NTC are two prominent providers of high-intensity teacher induction in the United States, so including both will boost the study’s credibility and broaden the possible applicability of its findings. An analysis that pools the results from the two programs is reasonable, because the two models selected are quite similar in their structure, focus, and content. Nevertheless, implementing each model in about half the districts does provide an opportunity to study the effects of each one separately, though the study is not designed to permit a direct comparison of the impacts of one program to the other. In addition, the study will include two benefit-cost analyses. The first will compare the direct financial costs of the high-intensity programs with the direct financial benefits arising from reduced teacher turnover. The second will examine the cost-effectiveness of the high-intensity programs in affecting teacher practices, student outcomes, and the number and types of teachers who are retained.

## **1. Circumstances Necessitating Collection of Information**

Section 9601 of the NCLB Act stipulates that federal funds are to be used to evaluate programs that the Act authorizes. NCLB, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), emphasizes the importance of teacher quality in improving student achievement. Title II, Part A of ESEA—the Improving Teacher Quality State Grants program—provides nearly \$3 billion a year to states to prepare, train, and recruit high-quality teachers. The purpose of Title II, Part A is to help states and local school districts ensure that all students have effective teachers. The impact evaluation is thus essential to determining whether

state and local efforts to implement high-intensity teacher induction programs are having a measurable impact on teacher retention patterns, teacher practices, and student achievement.

## **2. How, by Whom, and for What Purpose Information Is to Be Used**

The main purpose of the impact evaluation is to determine the effectiveness of high-intensity induction programs in terms of teacher retention rates, teacher practices, and student achievement. The study will also shed light on the nature of teacher induction services typically provided in the selected districts and the characteristics of new teachers who participate in these services.

The data collected for the study will be used to address research questions in six areas: (1) characteristics of new teachers when they enter the teaching profession, (2) induction services received by novice teachers, (3) teacher retention, (4) classroom practices, (5) student achievement, and (6) benefits and costs of implementing the high-intensity induction programs. In each of these areas, the following questions will be explored:

1. **Baseline Characteristics of Novice Teachers.** What are the characteristics of novice teachers when they begin teaching, such as their professional and personal background characteristics? To what degree do they feel prepared to handle various aspects of teaching? What are their expectations for teaching as a career?
2. **Induction Services Received by Novice Teachers.** What are the types and intensities of teacher induction activities in different induction programs for novice teachers? What forms of support are provided in such areas as pedagogy and classroom management? Who are the mentors who provide this support? What are teachers' levels of satisfaction with teaching?
3. **Teacher Mobility.** How does high-intensity teacher induction affect new teachers' mobility patterns and, more specifically, the retention rates for districts? Do teachers who leave a particular school transfer to another school within the same district, transfer to another school district, transition into another type of position in the education field, or leave the profession entirely? What reasons account for teachers' leaving the schools where they begin their careers? What are the characteristics of teachers who are retained compared with those of teachers who leave the school, district, or profession?

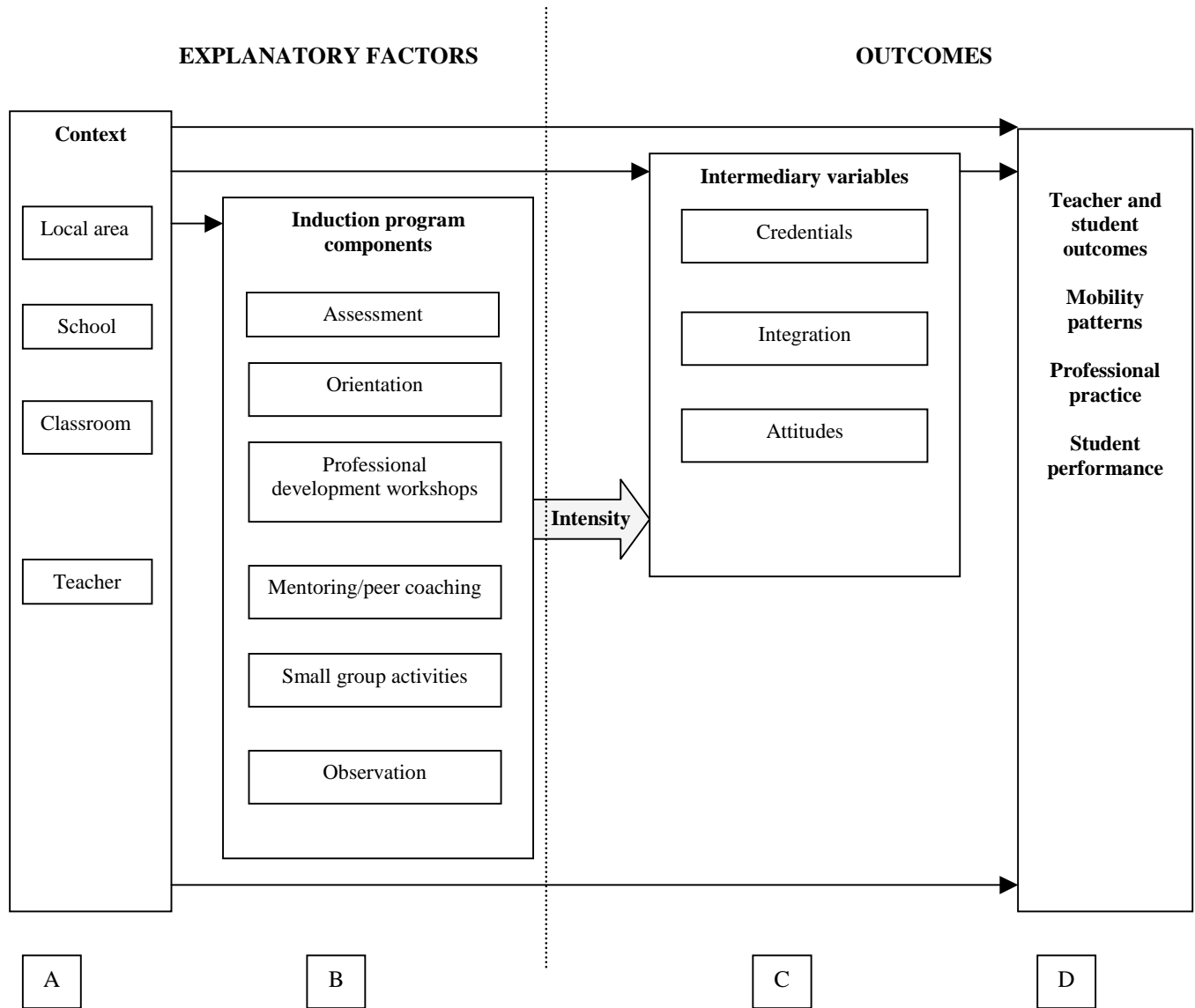
4. **Classroom Practices.** How does teacher induction affect new teachers' classroom practices? Do the high-intensity programs positively affect the quality of novice teachers' planning and preparation, classroom management, and instructional techniques?
5. **Student Achievement and Other Student Outcomes.** Does high-intensity teacher induction ultimately result in improved student achievement? Does high-intensity induction reduce the incidence or severity of disciplinary actions?
6. **Benefits and Costs.** Do benefits of increased retention rates associated with high-intensity induction programs outweigh the financial costs associated with implementing such programs? What are the benefits in addition to increased retention?

The collection of information to address these questions will permit analyses that can inform the policy debate on appropriate strategies for helping new teachers make the transition into the profession and also helping them to remain high-quality, effective teachers. Each piece of the data collection package will provide vital information toward developing a policy framework for future decisions regarding teacher induction. The intended audiences for the study's results are ED, state education policymakers, and state and local induction program and school district staff.

**Conceptual Framework for the Study.** Many factors can distinguish novice teachers from one another. To understand the contribution of teacher induction models on teacher retention, classroom practices, and student performance, it is important to account for differences in teachers' personal and professional background characteristics, in addition to differences in the content and intensity of the teacher induction programs themselves. A conceptual framework for the study is depicted in Figure 1.

FIGURE 1

CONCEPTUAL FRAMEWORK FOR THE EFFECTS OF TEACHER INDUCTION PROGRAMS ON TEACHER, SCHOOL, AND STUDENT OUTCOMES



This framework indicates core areas for exploration under the research questions posed in each of the topical areas listed above. The framework highlights the important linkages between explanatory factors and outcomes. First, Column A includes the contexts of local communities, schools, classrooms, and teachers, including such characteristics as neighborhood demographics, the degree of administrative financial support, the percentage of a classroom's students with

special needs or special education status, and teachers' employment history. Second, Column B, induction program components, includes factors such as the quality, duration, and frequency of induction activities, including orientation, assessment, professional development workshops, mentoring/peer coaching, small group activities, and observations. Third, Column C, intermediary variables, indicates the intermediate effects that these program components might have on teachers' attainment of additional credentials, integration and socialization in their school communities, and attitudes about teaching. Finally, Column D, teacher and student outcomes, shows the longer-term effects of an induction program. Teacher outcomes include increased retention rates and improvement of instructional practices. Student outcomes include improved academic achievement and a reduction in behavioral problems related to attendance, tardiness, and disciplinary incidents.

#### **a. Structure of the Data Collection Effort**

To address the study's research questions, the evaluator, Mathematica Policy Research, Inc. (MPR), will utilize a number of different data collection methods. Data collection instruments will include a mentor background survey, a baseline teacher survey, a consent form requesting permission for the evaluator to collect teachers' college entrance exams, a classroom observation protocol, a teacher induction activities survey, and a teacher retention survey.<sup>1</sup> The study also will include collection of aggregated student records data and a review of program documents.

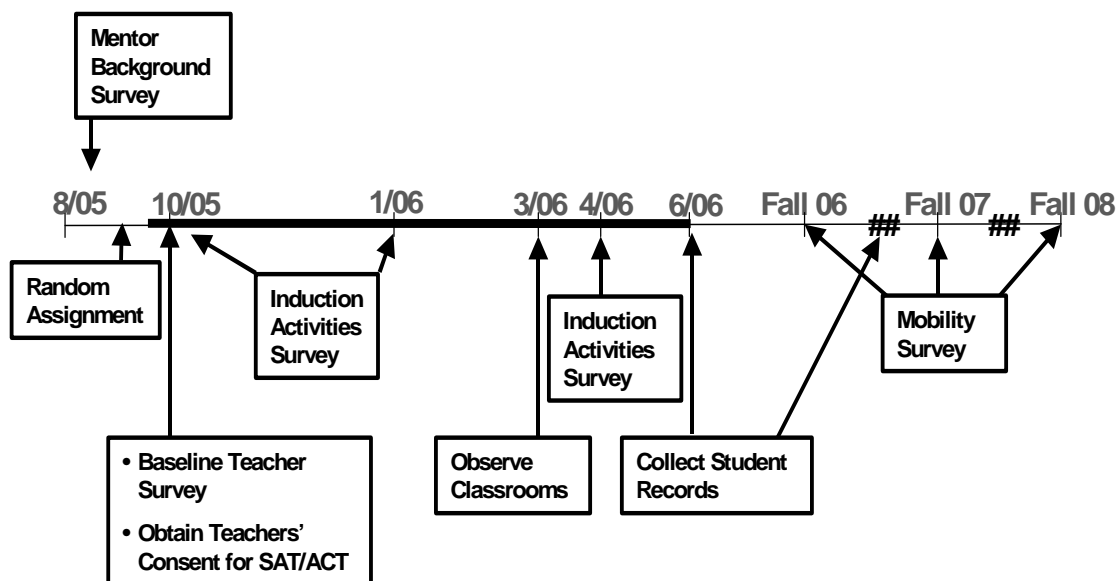
Data will be collected from up to 400 different, geographically dispersed schools, and each data collection activity will be uniformly administered. Figure 2 displays a timeline for the data collection activities. A brief description of each data collection activity is provided below.

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<sup>1</sup> Formally, the baseline teacher survey is called the Background Survey and the teacher retention survey is called the Mobility Survey.

FIGURE 2

DATA COLLECTION TIMELINE



Notes:

The bold portion of the timeline, from 9/05 to 6/06, indicates the induction program period.

Items above the timeline apply only to those in the Treatment Group.

Items below the timeline apply to both treatment and control teachers.

Instruments are included in accompanying appendices , and the matrix presented in Figure 3 displays the role of each activity in providing information that is relevant to the conceptual framework.

**b. Mentor Background Survey**

In summer 2005, at the time of the initial mentor training sessions, a background survey will be administered to the mentors selected for both the NTC and ETS induction programs. Topics will include their professional and personal background characteristics. The survey takes about 10 minutes to complete and appears in Appendix A.



FIGURE 3

## DATA SOURCES AND DATA COLLECTION METHODS

| Topic Areas                         | Data Collection Methods |             |               |                 |
|-------------------------------------|-------------------------|-------------|---------------|-----------------|
|                                     | Survey                  | Observation | External Data | Document Review |
| <b>Beginning Teacher Outcomes</b>   |                         |             |               |                 |
| Credentials                         | TB, TR                  |             |               |                 |
| Integration/Socialization           | TB, TR                  |             |               |                 |
| Attitudes                           | TB, TR                  |             |               |                 |
| Mobility patterns                   | TR                      |             |               |                 |
| Professional practice components    |                         |             |               |                 |
| Planning and preparation            |                         | C           |               |                 |
| Classroom environment               |                         | C           |               |                 |
| Instruction                         |                         | C           |               |                 |
| <b>Student Outcomes</b>             |                         |             |               |                 |
| Academic achievement                |                         |             | S             |                 |
| Behavior                            |                         |             | S             |                 |
| <b>Induction Program Components</b> |                         |             |               |                 |
| Assessment                          | TI                      |             |               | D               |
| Orientation                         | TI                      |             |               | D               |
| Professional development workshops  | TI                      |             |               | D               |
| Mentoring/peer coaching             | TI                      |             |               | D               |
| Mentor selection                    |                         |             | M             | D               |
| Mentor support                      |                         |             |               | D               |
| Mentor training                     |                         |             |               | D               |
| Small group activities              | TI                      |             |               | D               |
| Observation                         | TI                      |             |               | D               |
| <b>Context</b>                      |                         |             |               |                 |
| Local area conditions               |                         |             | CCD, Cen      |                 |
| School characteristics              |                         |             | CCD, S        |                 |
| Classroom characteristics           |                         |             | S             |                 |
| Teacher characteristics             | TB                      |             | SAT/ACT       |                 |

## Key: Data Sources

|         |                                     |
|---------|-------------------------------------|
| C       | Classroom Observations              |
| CCD     | Common Core of Data (NCES)          |
| Cen     | U.S. Census                         |
| D       | Program Description                 |
| S       | School Records                      |
| SAT/ACT | Teacher SAT/ACT Consent             |
| TB      | Baseline Teacher Survey             |
| TI      | Teacher Induction Activities Survey |
| TR      | Teacher Retention Survey            |
| M       | Mentor Background Survey            |

**c. Baseline Teacher Survey**

In October 2005, a baseline survey will be administered to the treatment and control teachers. A cover letter will briefly summarize the study, explain its purpose, and assure teachers that the confidentiality of the requested information will be maintained. Topics to be covered are the teacher's professional credentials, perceptions of the teaching profession, and personal background characteristics, many of which (marital status, spouse's occupation and relocation history, number of young children, and salary at the start of the first year) may affect retention. The survey will then ask teachers to provide their name, Social Security number, the grade they are teaching, and contact information for follow-up. Teachers will receive the survey by mail at their school, along with a letter asking that they complete it within two weeks and return it in the pre-addressed, postage-paid envelope included in the survey packet. The survey takes about 30 minutes to complete. The cover letter to teachers and the baseline teacher survey appear in Appendix B and Appendix C, respectively.

**d. Teacher ACT/SAT Scores**

Teachers with different levels of academic ability may demonstrate different levels of effectiveness, regardless of their participation in induction activities. Therefore, it will be important to control for differences in their academic ability. All treatment and control group teachers will be asked to give the College Board or ACT permission to release their college entrance exam scores for the study. The collection of these test scores will provide an objective measure of teachers' cognitive ability and will place no additional burden on teachers. It will be made clear to teachers that they may decline to provide access to their scores. Appendix D displays the consent form, which will be included in the baseline teacher survey packet.

**e. Student Records Data**

The basic purpose of improvements in teacher quality are intended to result in improvements in student achievement and other student outcomes. We will collect information on student outcomes by obtaining school records data, aggregated to the classroom level (Table 1). Student records data will be collected during summer 2006 and summer 2007 for study classrooms in both treatment and control schools; these data will include scores from standardized tests that the districts already plan to administer, as well as attendance and behavioral incidents such as tardiness and disciplinary actions. Because aggregated student records data do not require identification of individual students, active parental consent will not be required. Appendix E is the notification letter that explains what is planned. Permission and procedures for accessing these data will be discussed with each district at the time of their recruitment into the study. Agreement to obtain the school records will be included in the memorandum of understanding with each district.

**f. Classroom Observation Protocol**

A key hypothesis of the evaluation is that high-intensity teacher induction will lead to improvements in teachers' instructional practices, which ultimately will affect student achievement. Because classroom practices are difficult to quantify, the impact evaluation will include classroom observations conducted by trained observers.

These classroom observations will be conducted to gain firsthand knowledge of each study teacher's approach to teaching in terms of pedagogical practices and classroom management (see Figure 3). Each treatment and control teacher from the 400 schools in our sample will be observed twice, on consecutive days, in late spring 2006, before schools close for the summer.

TABLE 1  
SCHOOL RECORDS DATA ITEMS

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**Data Item**

School name/identifier  
Teacher identification number (Provided by MPR)  
Classroom identifier  
Grade level (supplied by MPR, to verify)  
Number of students in class

**Classroom Average**

Score on mathematics test  
Number with valid math score  
Score on reading test  
Number with valid reading score  
Days enrolled (or average daily enrollment)  
Days attended (or average daily attendance)  
Days tardy (or average daily tardy rate)  
Suspensions (occurrences)  
Days suspended  
Expelled  
Disciplined (other, if available)

**Number or Percentage of Students**

Retained in grade  
Promoted to next grade  
With promotion contingent on summer school/retest  
Eligible for free school lunch program  
Eligible for reduced price lunch  
African American  
Hispanic or Latino  
English language learners  
Classified as having special needs, such as those with an Individual Education Plan

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Note:       The initial request for school records data will include these data items. We expect to work with each school district to determine which data items are available. If appropriate, we also will discuss whether alternative formats for the data items can more easily be provided to us.

Site visitors will be trained how to complete a classroom observation protocol developed by the Vermont Institutes. Prior to each classroom observation, 10-minute semistructured interviews will be conducted with each teacher. These interviews will address the teacher's goals and objectives for the lesson to be observed.

Appendix F contains a cover letter that will be sent to each teacher to confirm arrangements for the classroom observations, and Appendix G contains the protocol for this 10-minute pre-observation teacher interview. The observations themselves require no interaction with the teachers. The protocol for the classroom observations (the Vermont Classroom Observation Tool) is a proprietary document and is therefore not included in this document.

**g. Teacher Induction Activities Survey**

It will be important to understand the differences in the services delivered by the high- and low-intensity programs. Information about services delivered by programs operated at different intensity levels will be useful for interpreting impacts and for identifying any district that needs technical assistance to strengthen adherence to its high-intensity program model. Furthermore, information about services received by control group teachers will be useful for characterizing what would have happened in the absence of the high-intensity programs.

So that these retrospective self-reports are more accurate, a teacher induction activities survey will be administered to both treatment and control teachers at three points (October 2005, January 2006, and April 2006). Since the nature of induction activities may change often during the school year, surveying three times will reduce any difficulties teachers may have in recalling induction activities. Survey items will include questions applicable to activities delivered by both the high-intensity programs and the "business as usual" (low-intensity) programs in participating districts. The survey will ask questions about the focus of the induction activities,

the duration of each activity, the extent to which participants thought that each activity was useful, and which additional types of help teachers would like to receive from mentors (topics 12 through 17 in Figure 3). Teachers will receive the surveys by mail, along with a letter requesting completion of the surveys within two weeks. Teachers will be asked to return the survey in a pre-addressed, postage-paid envelope that will be included in the survey packet. Completion time for each survey is estimated to be 20 minutes. The cover letter to teachers and the teacher induction activities survey appear in appendices H and I, respectively.

#### **h. Teacher Retention Survey**

In the fall of 2006, 2007, and 2008, the teacher retention surveys, which will concentrate on the mobility of teachers to different schools, districts, or professions, will be administered. Items will include the teacher's current place of employment (the original school, a different school within the same district, a different school in another district, or a temporary or permanent nonteaching job), the timing of the change in employment, job satisfaction, the reason(s) for leaving last year's school, and the reason(s) for leaving the teaching profession, if applicable (topic 4 in Figure 3). Completion time for each survey is 20 minutes, and teachers will receive the survey by mail, along with a letter requesting completion of the survey within two weeks. Teachers will be asked to return the survey in a pre-addressed, postage-paid envelope that will be included in the survey packet. The most recent contact information (home address, home phone number, cell phone number, email address, and Social Security number) that they provide in the baseline teacher survey, as well as locating software, will be used to follow up with teachers who move from a particular school. The cover letter to teachers and the teacher retention survey appear in appendices J and K, respectively.

**i. Document Review**

A document review of materials supplied by the two high-intensity induction program providers will be conducted to supplement the information collected through the teacher induction activities survey. Data collected will focus on assessment, orientation, professional development workshops, mentoring/peer coaching, small group activities, and teacher observations (topics 12 through 17 in Figure 3). These materials will include items such as training agenda and materials, curriculum guides, and assessment tools. This information will be collected directly from the two participating high-intensity induction program providers.

**j. Data to Measure Benefits and Costs**

The benefit-cost analysis will not involve additional systematic data collection. Published data and data collection activities already mentioned will provide the information needed to estimate benefits and costs of teacher induction.

The Induction Activities survey will indicate the time spent in mentoring, orientation, professional development, and other activities among beginning teachers in both the treatment and control groups. We will combine this information with administrator and teacher salary data gathered from public sources to compute the value of time spent by all those involved in induction efforts. For the treatment programs, we can compute unit cost information that includes materials and activities not reflected in the Induction Activities Questionnaire from their detailed contract information. For the control programs, districts can provide us with budget data that indicates the cost of the district's own induction services.

We will use published estimates of the costs of hiring and separation (including advertising, recruiting, interviewing, administrative processing, and severance pay) to determine the cost of replacing a teacher. We will consider a broader range of benefits of induction, including student

achievement and behavior and teacher satisfaction, in the cost-effectiveness analysis that will complement the benefit-cost analysis. All this information will be gathered through existing data collection efforts.

### **3. Use of Improved Technology to Reduce Burden**

The data collection plan reflects sensitivity to issues of efficiency, accuracy, and respondent burden. Where feasible, information will be gathered from existing data sources, such as program and school records, using straightforward reporting forms or preexisting documents. Districts (and schools, when appropriate) will have the option of delivering school records data electronically, filling out a straightforward reporting form manually, or submitting hard-copy documents that already exist.

In other cases, necessary data can be obtained only from school staff or teachers. Every effort will be made to reduce burden and maximize efficiency of the process. The baseline teacher survey and the induction activities survey will include a toll-free telephone number and email address so that teachers can easily contact researchers with questions. Mail and telephone followup will be conducted for nonresponse. These procedures are all designed to minimize burden on respondents.

### **4. Avoiding Duplication of Effort**

There is much interest in obtaining an accurate assessment of how high-intensity induction programs affect teacher behaviors and, thus, student achievement. To date, however, no studies of this kind have been conducted.<sup>2</sup> This impact evaluation thus will be an important contribution to the policy debate. Its rigorous methodological design, incorporating random assignment of

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<sup>2</sup> The Teacher Follow-Up Survey, administered by the National Center for Education Statistics, asks a few questions about induction practices. However, it has a one-year followup only.



schools, will ensure that highly credible evidence about the impact of high-intensity teacher induction models on teacher retention, classroom practices, and student performance is obtained.

In most cases, the evaluation will gather data on baseline and outcomes measures that will not require duplication of effort. For example, the evaluation will collect information on teacher induction program activities only from the treatment and control group novice teachers and not from the mentors. In contrast, the study will need to collect data on teacher performance from more than one source, since measuring this is challenging and complex. The inclusion of classroom observations of all teachers—which will afford the opportunity to observe teaching practices firsthand—will enrich our understanding of teacher practices and our interpretation of the study’s findings. In addition, teacher performance will be further measured by examining student achievement through aggregated standardized test scores.

## **5. Sensitivity to Burden on Small Entities**

Although both districts and schools will be involved in the impact evaluation, the burden that each of these types of entities will incur should be minimal, particularly given the potential benefits they will have the opportunity to receive. Districts and schools that agree to participate in the study will need to work with either NTC or ETS to implement a high-intensity induction program, and work with evaluators to provide school records data. Principals of these schools will need to allow evaluators access to the teachers and their classrooms. Importantly, these burdens will be mitigated by the opportunity that the districts and schools will gain from receiving high-intensity induction services, which have the potential to increase teacher retention, improve the quality of teaching by novice teachers, and produce better student outcomes.

Participants will be asked to provide only the minimum information required to meet the study objectives. The burden will be minimized through the careful specification of information

needs and the restriction of questions to information that is generally available to participants. In addition, all data collection will be coordinated by trained staff so as to minimize the burden on school staff.

## **6. Consequences to Federal Program or Policy Activities if the Collection Is Not Conducted or Is Conducted Less Frequently than Proposed**

In the absence of the impact evaluation, IES will not be able to detect differences in teacher retention rates, classroom practices, or student achievement stemming from differences in intensity levels of teacher induction programs. Only the most basic of information addressing the value of and approach to effective teacher induction is currently available, and much of that information is methodologically suspect. Nevertheless, thousands of new teachers are hired every year and make a transition into teaching with little or no scientifically based knowledge of which types of support teachers need to remain in the profession and be effective in the classroom.

The impact evaluation will fill this gap in policy-relevant knowledge, using a study design containing several components. Because high-intensity teacher induction programs have multiple objectives (to increase teacher retention, improve classroom practices, and bolster student achievement), the data collection plan is diverse. Nevertheless, it has been designed to allow us to answer questions of policy importance with minimal burden to sample members.

## **7. Special Circumstances**

There are no special circumstances involved with this data collection.

## **8. *Federal Register* Announcement and Consultation**

### **a. *Federal Register* Announcement**

A 60-day notice to solicit public comments was published in the *Federal Register* (Appendix L). Comments received in the first comment period were addressed prior to this final submission to OMB.

### **b. Consultations Outside the Agency**

During preparation of the data collection plan for this evaluation, professional counsel was sought from a number of people. Early in the study planning, input was solicited from a broad range of researchers who are members of the Technical Working Group under contract to design the impact evaluation and to provide ongoing input throughout the evaluation. Their counsel has continually been sought on numerous issues. These people include:

- Carol Bartell, California State University at Los Angeles, 323-343-4300
- Larry Hedges, University of Chicago, 773-256-6275
- Hamilton Lankford, State University of New York at Albany, 518-442-4743
- Rebecca Maynard, University of Pennsylvania, 215-898-3558
- Sandra Odell, University of Nevada at Las Vegas, 702-895-3232
- Jeff Smith, University of Maryland, 301-405-3532
- Todd Stinebrickner, University of Western Ontario, 519-661-2111

### **c. Unresolved Issues**

None.

## **9. Payment or Gift to Respondents**

In March 2005, NCEE submitted a paper to OMB outlining the Guidelines for Incentives for NCEE Evaluation Studies. The incentives proposed for the Evaluation of the Impact of Teacher Induction Programs conform to the incentives discussed within this paper.

The Evaluation of the Impact of Teacher Induction Programs is one that employs randomization of schools. With a random assignment design, it is critical to maintain the integrity of the treatment and control groups and ensure equivalence of the groups. This study's ability to detect effects of high intensity induction programs will be compromised to the extent there is attrition of either the treatment or control group teachers, and especially if there is differential attrition. If a significant portion of either the treatment or control group teachers declines to participate, it will not be possible to conduct meaningful analyses based on "intent to treat," since it is not possible to add new members to either group. To the extent that members of the treatment or control group are lost from the study, the findings are biased, and study funds are wasted.

To encourage response and acknowledge that participation is not without some burden, we plan to offer payment to teachers for completing the surveys and participating in classroom observations. We will offer:

- \$30 for the Baseline (Background) questionnaire (a 25 minute survey and 5 minute permission form, administered once)
- \$20 for the Induction Activities questionnaire (a 20 minute survey, administered three times during the first school year)
- \$20 for the Retention (Mobility) questionnaire (a 20 minute survey, administered once in each of the subsequent school years)
- \$25 per classroom observation (we will observe each teacher twice during the spring of the first school year)

The maximum amount a teacher could be paid over four years is \$200. The target population for this study of novice teachers in self-contained elementary school classrooms are reported to be the object of numerous requests to complete surveys. Collective bargaining agreements in many districts do not allow teachers to complete surveys during school time. Incentives are therefore needed to encourage teachers to complete the surveys. This is particularly true for teachers in the control group, who do not receive any of the potential benefits of the high intensity induction program, but are asked to complete the surveys and have their classrooms observed. These teachers receive burden from the data collection without receiving any potential benefit from the treatment.

Providing a \$30 incentive for the Baseline questionnaire near the start of the school year will help to ensure that we get the highest response rates possible on critical items that will be used to control for background characteristics and to define subgroups in our analyses, as well as provision of contact information so that all subsequent surveys can be successfully administered.

Providing the \$20 incentive for each completion of the Induction Activities questionnaire is essential given that the questionnaire will be administered three times during the 2005-2006 school year and high response rates during each administration are necessary to ensure documentation of the contrast in induction services received by teachers in the treatment and control groups. Providing the incentive to teachers in the treatment and control groups will help to ensure that we get equivalent response rates from teachers in both groups without compromising the quality of the data in any way. Teachers in the treatment group could be encouraged to complete these surveys by their mentors and, thus, not need an incentive to do so, but this could bias the actual responses provided and we do not want to risk such an outcome.

The classroom observations, which will provide us data for one of our key outcome variables, need to be conducted during a fairly narrow window of time, so that teachers are all

observed at close to the same point in time near the end of the school year. However, many teachers may feel uneasy about their classroom practices being observed and rated. Providing teachers with an incentive to cooperate with the scheduling and conduct of these observations will help to prevent large gaps of time in when the observations are conducted, which would compromise the usefulness of these data.

This impact evaluation requires a lengthy field period, requiring data collection in four consecutive years. Providing compensation for completion of the Retention questionnaires will help us obtain high response rates on another core outcome measure. The Retention questionnaire is a key data collection that is particularly at risk for low response rates. This is because novice teachers tend to have high mobility rates. Teachers are therefore unlikely to be retained in the control group, and perhaps in the treatment group if the high intensity program does not prove to be effective in curbing mobility. Teachers who leave the school or profession will have no incentive to continue to complete the surveys, and may be lost from the sample if an incentive is not offered. In addition, regardless of whether the teacher remains in the school or profession after the first year, achieving high response rates will be harder to do in the follow-up years when the teachers are not receiving induction activities. By compensating teachers for completing these mail questionnaires, we will reduce the need for the more expensive approach of using field interviewers to go to the sample members' schools or homes to attempt interviews.

## **10. Confidentiality of the Data**

All data collection activities will be conducted in full compliance with ED regulations. Data collection activities will be conducted in compliance with The Privacy Act of 1974, P.L. 93-579, 5 USC 552 a; the "Buckley Amendment," Family Educational and Privacy Act of 1974, 20 USC 1232 g; The Freedom of Information Act, 5 USC 522; and related regulations, including but not limited to: 41 CFR Part 1-1 and 45 CFR Part 5b and, as appropriate, the Federal common rule or

ED's final regulations on the protection of human research participants. This is to maintain the confidentiality of data obtained on private persons and to protect the rights and welfare of human research subjects as contained in ED regulations. Each self-administered instrument will include a reminder on the protection of confidentiality. Where data are collected through interviewer-administered interviews—for instance, with teachers who do not complete a self-administered version and are interviewed by telephone—interviewers will remind respondents of the confidentiality protections provided, as well as their right not to answer questions. All data collectors and interviewers will be knowledgeable about confidentiality procedures and will be prepared to describe them in full detail, if necessary, or to answer any related questions from respondents.

MPR has a long history of protecting confidentiality and privacy of records and considers it a critical aspect of the scientific and legal integrity of any study. The integrity the company brings to protecting data confidentiality and privacy extends to every aspect of survey operations and data handling in the field for the impact evaluation. MPR plans to use its ongoing, long-standing techniques, which have proven effective in the past. Every data collector will be required to sign a pledge to protect the confidentiality of respondent data. The pledge indicates that any violation or unauthorized disclosure may result in legal action or other sanctions by MPR. A copy of this pledge will be kept on file and will be available upon request.

MPR removes personal identifying information from respondents' data as soon as practical. Should MPR use a linking methodology, it is secured to prevent unauthorized linkage of the respondent information and the personal identifiers. Hard-copy questionnaires completed by teachers and mentors are returned to MPR in pre-addressed, postage-paid envelopes. However, identifying information (such as contact sheets and locating information used by field interviewers) is sent separately when possible.

To protect confidential data stored on hard-copy media, MPR keeps these materials in controlled-access areas and locked rooms. When not in use, hard copies, floppy disks, and computer tapes are also stored in these areas. In addition, we use log sheets to track and record access to the confidential information and maintain this log as part of the project's documentation and records. Important raw data and intermediate and final analytical files are copied to cartridge and assigned an expiration date or disposed of in accordance with the contract requirement or data use agreement. Paper documents are then shredded.

A privacy impact assessment has been conducted and the Privacy Act System of Notice is currently being developed.

## **11. Additional Justification for Sensitive Questions**

School-based disciplinary events among students of sampled teachers can be considered sensitive information. School records will be collected on such events as absenteeism, tardiness, suspension, expulsion, and promotion among all the students of sampled teachers. However, the student record data will be provided in aggregate form and linked to each teacher, and individual students will not be identifiable.

The teacher questionnaire will contain background questions on sample members' income, marital status, education, race, ethnicity, age, household composition, and home ownership. Some teachers may consider this information sensitive. However, data on these topics are important to collect because of their strong relationship to teacher outcomes, such as retention. Obtaining Social Security numbers is also important so that we can locate sample members if they move and so that we can obtain college entrance exam data, which is also expected to be a strong predictor of outcomes. Questions used to obtain this potentially sensitive information have been asked frequently in other surveys and have been successfully pretested for this study.



In addition, we will request that teachers voluntarily sign a consent form to release their SAT and ACT scores—further information that some teachers may consider sensitive.

## 12. Estimates of Hour Burden

Table 2 provides an estimate of time burden. The total reporting burden for this data collection effort is 3,066 hours. Most of these hours are for administering three types of surveys: (1) a baseline teacher survey, which will take 30 minutes; (2) three teacher induction activities surveys, each of which will take 20 minutes; and (3) three teacher retention surveys, each of which will take 20 minutes. Additional time is included for the 10 minute mentor background survey, the 10-minute teacher interviews that precede classroom observations and for extraction of records data (about 20 hours per school district).

TABLE 2  
BURDEN IN HOURS TO RESPONDENTS

| Data Collection Activities    | Number of Completions | Average Burden Hours/<br>Respondent | Total Burden<br>Hours | Estimated<br>Total Burden<br>Costs<br>(Dollars) <sup>a</sup> |
|-------------------------------|-----------------------|-------------------------------------|-----------------------|--|
| Baseline survey               | 960                   | .50                                 | 480                   | 10,781   |
| Induction survey              | 2,880                 | .33                                 | 950                   | 21,337   |
| Retention survey              | 2,735                 | .33                                 | 903                   | 20,281   |
| Mentor survey                 | 40                    | .17                                 | 7                     | 157  |
| Pre-observation interviews    | 1,920                 | .17                                 | 326                   | 7,322  |
| Extraction of student records | 20                    | 20                                  | 400                   | 8,984  |
| <b>Total</b>                  |                       |                                     | <b>3,066</b>          | <b>68,862</b>  |

<sup>a</sup>These estimated costs are based on an estimate derived from the National Compensation Survey of \$22.46 as the mean hourly earnings of elementary school teachers in 2003.

The numbers of teacher survey completions are calculated as follows. Survey completion estimates are based on a sample of 20 districts, 20 schools per district, and 2.4 teachers per school (yielding a total of 960 teachers included in the study). The baseline survey and the induction surveys are completed in the 2005-2006 school year. We anticipate a 100 percent

response rate for these surveys, so we expect to obtain 960 baseline surveys and 2,880 ( $960 \text{ teachers} \times 3 \text{ surveys/teacher}$ ) induction surveys. The number of survey completes that we will achieve for the retention surveys depends on our expected response rate with sample members. We have assumed a 97 percent response rate in the 2006-2007 school year, which will yield 931 ( $960 \text{ teachers} \times 0.97 \text{ response rate}$ ) survey completes for the first retention survey. We anticipate achieving 94 percent response rates for the retention surveys conducted in the 2007-2008 and 2008-2009 school years, which will yield 902 ( $960 \times 0.94$ ) survey completes each for the second and third retention surveys.

We expect to complete background surveys with all mentors included in the study—these are mentors who are working with NTC or ETS in providing induction services to teachers in the treatment schools. Since they will all be present for the initial training session (as a condition of their being hired for the position), there should be no problem in achieving a 100 percent response rates with this group.

One way that we will examine the impact of induction program participation on teacher practices is to conduct classroom observations. MPR will observe all teachers (960) twice in spring 2006 (yielding 1,920 observations). Classroom observations will be conducted to gain firsthand knowledge of each study teacher's approach to teaching in terms of the teacher's content knowledge, pedagogical practices, and classroom management. Prior to each classroom observation, the site visitor will conduct a 10-minute semistructured interview with each teacher to understand the teacher's goals for the class, to obtain copies of handouts, and to determine the teacher's preferences on seating and other logistical issues so that the observation is as minimally disruptive as is possible. The observations themselves require no interaction with the teachers and thus will impose minimal burden.

Student records, containing standardized test scores, attendance, and disciplinary information, will be provided in aggregate form for teachers' classrooms, so that individual students cannot be identified. Based on experience obtaining similar data for other research studies, and assuming that district staff will be able to provide these data in an extract of their files, we anticipate that the average burden will be 20 hours per school district.

### **13. Estimate of Total Annual Cost Burden to Respondents or Record-keepers**

There are no direct costs to individual participants.

### **14. Estimates of Annualized Cost to the Federal Government**

The estimated cost to the federal government of designing the Evaluation of the Impact of Teacher Induction Programs; designing and administering all data collection instruments; collecting other data, such as student records; processing and analyzing all the data; and preparing reports summarizing the results is \$4,470,553. All activities will take place over five years (from fall 2004 to fall 2009). Thus, the average annual cost of the evaluation activities described within this package is \$894,111. This estimate is based on MPR's previous experience in management of other research and data collection activities of this type.

### **15. Reasons for Program Changes or Adjustments**

This is a new project, therefore there is a program change of 3,066 hours.

### **16. Tabulations, Publication Plans, and Time Schedules**

Our discussion of tabulation and publication plans focuses on the analyses we will conduct and the reports we will produce. In Section 16.1, we discuss our approach to analyses, including plans to (1) tabulate descriptive information gathered on teachers' characteristics, school districts, and induction services; (2) estimate impacts of the high-intensity induction programs;

(3) examine the types of teachers who stay in teaching as a result of the high-intensity program; and (4) conduct analyses of program benefits and costs. Section 16.2 discusses the reports that will be provided, and Section 16.3 discusses the schedule for the work.

## **1) Tabulation Plans**

This section describes the four sets of analyses listed above.

**a) Tabulating Descriptive Information Gathered on Teachers' Characteristics, School Districts, and Induction Services.** To provide a context for the study, and specifically for the impact and benefit-cost analyses, the evaluation will describe the characteristics of the school districts, mentors, schools, and teachers included. Through the three periodic induction activities surveys, we will also be able to assess adherence to the high-intensity program models in the treatment schools, as well as whether any contamination of the control group is occurring, such as if the induction services that should be delivered by control schools begin to mimic the services offered through the high-intensity programs in the treatment schools.

Using the baseline survey data and publicly available data, we will describe the baseline characteristics of teachers in the treatment and control groups, as well as the schools and communities in which they teach. Doing so serves three purposes. First, it will guide us in defining important subgroups. Second, it will facilitate interpretation of impact estimates if we find different results between simple comparisons of treatment-control group differences and regression-adjusted impact estimates. (Impact estimation is described in detail in the following section.) Third, we will be able to understand how the teachers and school districts that participated in the study differ from teachers and schools nationwide.

**b) Estimating Impacts of the High-Intensity Induction Programs.** The main use of the data will be to compare outcomes for teachers in the high-intensity teacher induction programs (the

treatment group) to those for teachers in low-intensity induction programs (the control group). The teacher surveys, classroom observations, and school records will provide evidence of the effect of the program at the end of the induction year and during the subsequent three years. By randomly assigning schools to the two conditions (the high-intensity group and the low-intensity group) at the outset of the study, we will be able to attribute differences (“impacts”) to the introduction of high-intensity teacher induction. Impacts can be estimated by simply computing the average difference in outcomes between treatment and control teachers in each district, then computing the average of those district-level impacts.

In practice, we will refine this simple comparison of means by using regression methods to compute the impact estimates. Research shows that the outcomes of interest to the study are strongly related to characteristics of teachers and their schools (Hanushek 2004). We will adjust for these characteristics when computing impacts by including them in an appropriately specified regression model, thereby improving the precision of the impact estimates.<sup>3</sup>

In addition to computing the overall impacts of the high-intensity programs, we will examine impacts for policy-relevant subgroups of teachers. One of the most important subgroups is the program provider, whether ETS or NTC. Findings of impacts on other subgroups, defined by district, school, and teacher characteristics, can provide important information on how to interpret aggregate results and target the high-intensity induction programs toward those areas and persons most likely to benefit most from them. We will also examine impacts for subgroups defined by characteristics of the low-intensity programs that exist

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<sup>3</sup> The regression methods will fully account for the sampling and random assignment design. For example, the teachers are clustered within schools, which means that comparisons of groups of teachers will include measures of data that are not independent of each other. The standard errors, which describe the level of uncertainty associated with the impact estimates, will be computed in a way that recognizes the non-independence of teachers who are in the same school.

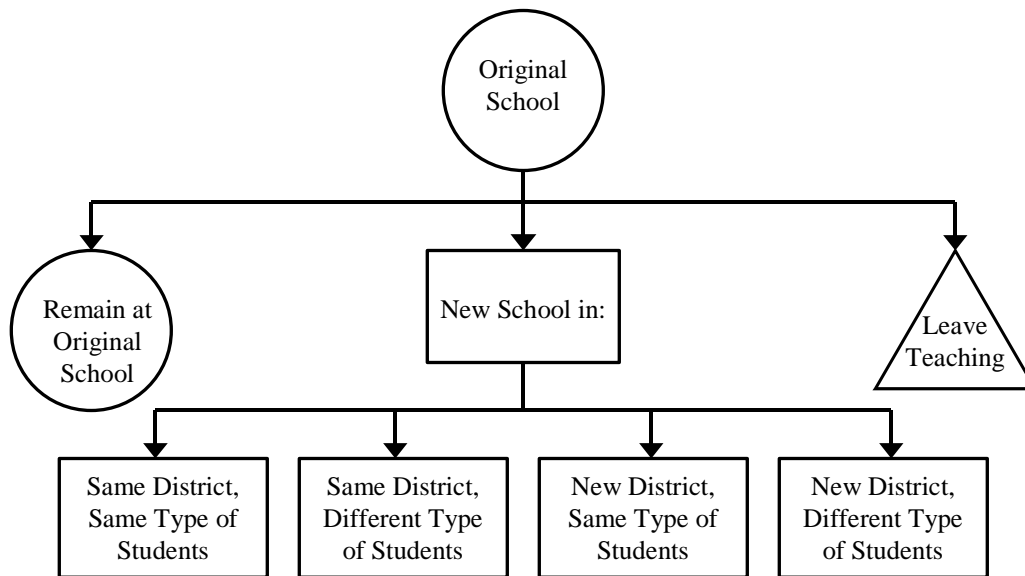
in the districts to determine whether aspects of a district's preexisting induction program are related to the effectiveness of the high-intensity programs. Additional subgroups will be defined using data collected as part of the baseline teacher survey and through public-use data sets that contain information about districts and schools, such as ED's Common Core of Data (CCD).

However, we will not analyze impacts in each district, because the number of teachers that could be used to compute those results will be too small for results to be meaningful.

**Effects on Retention.** Teacher retention, a key study outcome, can be defined in various ways. (See Figure 4). Broadly speaking, we can refer to groups of teachers as *stayers*, *movers*, and *leavers*. A new teacher can stay in his or her original school throughout the follow-up period (a stayer) or leave the original school to go to a new one (a mover). The new school could be in the same district or in a new one, or it could be nonpublic. The original and new schools could have the same types of students (as measured by characteristics such as poverty rates or dropout rates) or different types. Finally, the teacher may leave the teaching profession altogether (a leaver).

To provide a comprehensive understanding of the impact of the high-intensity programs on teachers' probabilities of staying, moving, and leaving, we will compute impacts for all the definitions of retention described above. Such computation is important, because the implications of each type of transition are different depending on one's perspective. For example, an increase in between-school (within-district) mobility can hurt individual principals, who must hire replacements, but this movement may benefit the district by placing a teacher in an environment that allows that person to teach effectively. For example, someone who is a poor match for a specific school may be better off in a new school, and the other staffs of both schools also may benefit. Also, the desirability of any given teacher's remaining in the classroom depends on the teacher's effectiveness or potential for effectiveness in the future. We also will

FIGURE 4  
VARIOUS TYPES OF TEACHER TRANSITIONS



examine the effect of the high-intensity programs on persistence. For example, we will examine how a high-intensity program affects a teacher's likelihood of remaining in his or her original school throughout the three-year follow-up period.

Teacher retention will be measured through follow-up surveys administered to all treatment and control teachers in fall 2006, fall 2007, and fall 2008. The followup is necessary to track mobility in the critical early years of a teachers' career, when most transitions are likely to occur. The surveys are described in detail in Section A.2.

**Effects on Teacher Practices and Student Outcomes.** Professionals in any field are likely to feel greater job satisfaction, and hence be less likely to quit, if they believe they are doing a good job. Teachers who are more successful in managing their classes and instructing their students may feel more confident in their abilities and experience greater job satisfaction, thereby leading to greater retention. Furthermore, recent studies have begun to find relationships between teacher quality and student achievement, which suggests that students may also benefit from improved teacher practices (Wenglinsky 2002; Hanushek et al. 1998). The study will

examine whether the high-intensity programs affect teacher quality by analyzing teacher practices and student outcomes.

We plan to collect information about teacher practices and student outcomes through direct observations of the classrooms and through the collection of school records. (These data collection efforts are described in detail in Section A.2.) The observations will be conducted in the spring of 2006, toward the end of the intervention year, and the school records will be collected both in the summer of 2006, after the end of the induction year, and in the summer of 2007, after the second year.

**c) Examining the Types of Teachers Who Stay as a Result of the Program.** Higher rates of teacher retention benefit school districts through lower turnover costs and can benefit students by increasing the overall experience level of teachers. However, the benefit of increased teacher retention to students also depends on the characteristics of the teachers retained, especially compared with those of the teachers who would have replaced them. Put differently, having a high-intensity induction program may affect the types of teachers in the school. Whether or not that effect is desirable depends on the types of teachers being retained.

To examine the types of teachers who stay as a result of a high-intensity program, we will use information from the baseline teacher survey and college entrance exam scores. These data will make it possible to describe the qualifications of teachers who stay and leave, in terms of their credentials, preparation, general education, and cognitive ability. We will also be able to characterize the types of teachers who leave and stay in terms of their demographic and household characteristics, their self-reported career expectations and job satisfaction, and their teaching practices. Another dimension along which we can characterize stayers and movers is the average test score gains of their students in the first year of the study.



**d) Comparing the Benefits Versus Costs of the Program.** Teacher induction programs have the potential to benefit school districts by reducing costs associated with teacher turnover and by improving children's education. They also have the potential to retain high-quality teachers in poor urban schools, where children's need for quality teachers is highest. To determine whether the costs of a high-intensity program are worthwhile, ideally, we would like to consider all the potential benefits.

However, because of the many possible indirect benefits of an induction program, conducting a comprehensive benefit-cost analysis is challenging in this setting. While it is possible to calculate the direct financial benefits to a school district in dollar terms, the other benefits are difficult to assess in those terms. For example, teacher induction programs may increase the average experience level of teachers by increasing retention rates, which may improve student achievement, which may in turn improve student outcomes—such as lifetime earnings. Higher retention rates may also affect the cohesiveness of a school's staff and the overall school environment.

Given these challenges of analysis, we will conduct two less-comprehensive, but still useful, analyses of costs and benefits. The first analysis compares the direct financial costs associated with a high-intensity induction program and the direct financial benefits to a school district of reducing teacher turnover. This analysis takes into account the recruiting and training costs of hiring a replacement after a teacher leaves. It does not account for any beneficial effects that a high-intensity program has on students, staff cohesiveness, labor market dynamics, or other secondary factors that are not measured through the data collected for the study.

The second analysis will examine the cost-effectiveness of the high-intensity programs in affecting many outcomes—including teacher practices, the types of teachers retained, the ability of schools serving at-risk populations to retain high-quality teachers, and student achievement.

Though the benefits of affecting these outcomes are difficult to quantify in dollar terms, many educators and policymakers will find it useful to know the costs associated with these important outcomes.

## **2) Publication Plans**

The central tasks during the last three years of the study are to analyze the data and write one report and two briefs about results. The report will contain a description of all aspects of program implementation, monitoring, and technical assistance that occurred. It also will report on the first-year impacts of the high-intensity induction programs. The first brief will describe, in detail, all costs and effort associated with implementing the induction programs, as well as the second-year effects of the programs. The costs will be presented on both a per-teacher and a per-district basis. The second brief will present third-year effects and the benefit-cost analyses.

MPR will submit the draft report about first-year effects to ED in February 2007. A revised version, which addresses the comments of ED and the expert panel, will be delivered in April 2007, while a final version that incorporates minor editorial revisions will be delivered in May 2007. The draft of the first brief, about second-year effects, will be delivered in February 2008, while a final version that addresses ED's comments will be delivered in March 2008. Likewise, draft and revised versions of the second brief, about third-year effects and benefit-cost analyses, will be delivered in February and March 2009, respectively.

We also will prepare both public- and private-use data files, along with supporting documentation. The private-use file will contain all the data collected for and used by the evaluation, including personal identifiers of teachers, in case ED would like to conduct further followup of the teachers in the study. The public-use file will contain all the data in the private-use file, except the personal identifiers. It will enable other researchers, outside of ED, to

conduct their own work and to replicate the study's findings. Both files, along with their documentation, will be submitted to ED by August 2009.

### **3) Schedule**

The full timeline for the evaluation (shown in Table 3) calls for design and district selection activities between October 2004 and August 2005. Implementation of the high-intensity induction programs, as well as baseline and induction activities data collection, will occur during the 2005-2006 school year. We will collect outcomes data on teacher practices in spring 2006, student achievement in summer 2006, and teacher retention in fall 2006, fall 2007, and fall 2008. The report that describes program implementation and presents the first-year impact effects will be provided in spring 2007. The briefs on second- and third-year effects of the program will be provided in spring 2008 and spring 2009.

### **17. Approval Not to Display the Expiration Date for OMB Approval**

Approval not to display the expiration date for OMB approval is not requested.

### **18. Exception to the Certification Statement**

No exceptions to the certification statement are requested or required.

TABLE 3  
SCHEDULE OF KEY ACTIVITIES

| Activity   | Schedule  |
|--|---|
| Study design and the selection of the high-intensity programs and the school districts             | October 2004 to August 2005                             |
| Random assignment of schools and teacher consent implementation                                    | August 2005   |
| Implementation of the high-intensity induction programs  | August 2005 to June 2006                                |
| Administration of mentor background survey   | August 2005   |
| Collect SAT/ACT data   | Fall 2005   |
| Administer baseline teacher survey (coincident with the first teacher induction activities survey) | October 2005  |
| Administer second and third teacher induction activities surveys                                   | January 2006 and April 2006                             |
| Conduct classroom observations   | Spring 2006   |
| Administer three teacher retention surveys   | Fall 2006, fall 2007, and fall 2008                     |
| Collect school records   | Summer 2006 and Summer 2007                             |
| Provide report   | Drafts: February 2007 and April 2007<br>Final: May 2007 |
| Provide first brief  | Draft: February 2008<br>Final: March 2008               |
| Provide second brief   | Draft: February 2009<br>Final: March 2009               |
| Provide public- and private-use data files and documentation                                       | August 2009   |

## **B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS**

### **1. Respondent Universe and Sampling Methods**

The study does not aim to form a statistically representative sample of a national population. Rather, our goal is to achieve a sample that includes school districts that represent a variety of policy-relevant contexts in which to observe the effectiveness of high-intensity teacher induction programs. For example, we want to exclude the few districts that already have such a program in place. We also want the districts to be geographically diverse, so that our results will be relevant for different regions of the country. Finally, we want to ensure that the districts serve disadvantaged students and are likely to have a challenge finding good teachers, so that the high-intensity induction programs have the potential to bring about positive change.

The final sample of districts will be a convenience sample. Districts are being recruited by reliance on the extensive personal networks of a subcontractor, the Center for Educational Leadership (CEL). CEL staff include former superintendents who are on good terms with current district and state education officials around the country. Relying on CEL's networks to recruit districts is worthwhile, since it is likely to lead to much lower costs than if MPR were, in the absence of personal connections, to contact districts. It is also a reasonable approach, because the network of contacts is extensive and reaches to all regions of the country. To protect against idiosyncrasies in the sample produced by this method, we have supplemented the sample with a set of districts that meet all our criteria but are unknown to CEL staff. Given this sampling strategy, the results will be presented so that it is clear that the results are internally valid, but not representative of all districts nationwide.

Within districts, our approach is to select a set of schools to participate in the study and then randomly assign approximately half of those schools to a treatment group whose eligible beginning teachers will receive high intensity teacher induction services and half to a control

group whose eligible beginning teachers will receive the usual induction services offered by the district.

## **2. Statistical Methods for Sample Selection and Degree of Accuracy Needed**

Below, we describe in greater detail the rationale for our study design and the process we are using for selecting school districts, schools, and teachers for the study.

### **a. Statistical Methodology for Stratification and Sample Selection**

In this section, we discuss four aspects of the study design and sample selection: (1) determining and achieving the target sample size of teachers, (2) selecting and recruiting school districts, (3) assigning districts to the two treatment programs, and (4) assigning schools to the treatment and control groups.

**Determining and Achieving the Target Sample Size of Teachers.** The fundamental unit of analysis is the teacher, so an important component of the study design was determining the number of teachers required for the study to achieve statistically precise estimates of program impacts. We have determined that the appropriate number of teachers to include in the study is 960. Assuming that there will be approximately 2.4 eligible new teachers per school, this corresponds to a sample with about 400 schools. If we spread those over 20 districts, the sample would have 20 schools per district, with 10 schools each in the treatment and control groups, or 24 teachers in each group, on average, within each district.

We arrived at this sample size requirement by setting the minimum size impact that would be meaningful to policy makers and ensuring that, if the impact were that low, that the study would be able to detect it using conventional levels of statistical significance (5 percent, for a two-sided hypothesis test) and statistical power (80 percent). This sample allows us to detect impacts on retention outcomes that are at least 5.5 percentage points and impacts on student

achievement that are at least 10 percent of a standard deviation (under optimistic assumptions). These are also known as “minimum detectable impacts” (MDIs). We discuss the details of the statistical power calculations in subsection c below.

**Selecting and Recruiting School Districts.** Once the design was selected, we needed to define criteria for selecting school districts and develop plans to recruit them. To select districts, we used two criteria: size and poverty. Size was measured as the number of eligible elementary schools and/or eligible teachers. Choosing a threshold for district size involved balancing competing concerns. On the one hand, including only large districts ensures against a risk of having too few eligible schools in the study. In addition, the study may be easier to implement in large districts, since they are more likely to have formalized hiring processes that meet specified deadlines. On the other hand, restricting the sample to very large districts might limit the generalizability of the study’s findings.

We chose to study only elementary schools for several reasons. First, a randomized trial studying teacher induction was only feasible at the elementary level. This is because it is not usually possible to vary the induction services within schools, so instead we had to have the same sample of teachers spread out over more schools. This is more easily done at the elementary level. Second, including secondary schools would unnecessarily complicate the analysis and reduce our ability to detect accurately the impacts of the high-intensity induction programs. There are important implementation issues that would differ by school level, including the selection of the mentor, the departmentalization of teachers at the secondary level, and the focus of the mentoring activities. For example, induction programs for elementary teachers would probably focus more on content-matter support, while those for secondary school teachers would focus more on pedagogical support. In addition, receptivity to the study is likely to differ by level, since there exists a perception that secondary schools historically are more

resistant to change. Finally, the labor market opportunities for teachers at these two levels may differ—which means that principals of elementary schools and those of high schools would face different challenges in recruiting and retaining teachers. The effects of teacher induction at the middle and high school levels could be studied in future research.

The second district selection criterion, the concentration of poverty, was measured by setting a threshold percentage of students in each school who are eligible for free or reduced-price lunch. Districts with a concentration of schools that exceeded this threshold were determined most appropriate for inclusion in the study, since those districts are likely to have chronic problems with teacher shortages.

We also considered the *percentage* of the district’s schools that meet the poverty criterion, since districts may be reluctant to have the study dictate which schools are to be included. If the percentage of schools in a district that meet the poverty criterion is too low, we risk creating a sample that does not meet the goal of having “high-need” schools.

To implement these criteria, we established specific cutoffs using the National Center for Education Statistics’ Common Core of Data (CCD):

- The district had at least 15 elementary schools that qualified for Title I schoolwide assistance, which means that at least 50 percent of their students qualify for free and reduced-price lunches. A school was defined as elementary if it had at least one student in grades 1 to 4 and no students in grades 9 to 12. We required that the districts have at least 15 elementary schools, since it is likely that this cutoff would allow us to obtain an average of 20 schools per district.
- The district had at least 571 teachers in elementary schools that are eligible for Title I schoolwide assistance.<sup>4</sup> An eligible teacher is a regular classroom full-time equivalent in an eligible school.

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<sup>4</sup> Requiring at least 571 eligible teachers is the equivalent of the 15-elementary-school rule, if there are 2.4 novice teachers per school and 6.3 percent of all teachers are novices, since  $15 \text{ schools} \times (2.4 \text{ novice teachers/school}) \times (1 \text{ teacher} \div 0.063 \text{ novice teachers}) = 571 \text{ teachers}$ .



- At least 70 percent of the district's elementary schools qualify for Title I assistance.

**Assigning Districts to the Two Treatment Programs.** The design calls for ETS to implement its high-intensity teacher induction program in one half of the districts and for NTC to implement its program in the other half. Our plan assigns districts to programs at random, with some restrictions imposed on the random assignment. First, we will make deterministic assignments for those districts and states where one of the two models (that of ETS or that of NTC) is already on schedule to be implemented in the future. Second, we will use district size (measured by the number of expected eligible teachers per district) as a stratifier. This will be done to ensure that the sample size is maximized for each of the two providers. While random assignment will be used, the number of districts is very low relative to the likely variation in district characteristics, such as the nature of the low-intensity induction program in place. Therefore, we do not intend to make direct comparisons between the ETS and NTC models of teacher induction programs.

**Randomly Assigning Schools to the Treatment and Control Groups.** Because some districts may have substantially more schools than we want in the study, we will first need to sub-sample schools within those districts. To do this, we will identify schools that are eligible for Title I schoolwide assistance and select a random sample of those to include in the study. If districts want to include or exclude certain schools in the study as a condition of participating, however, we will conduct random assignment from among the subset of volunteer schools and draw inferences for the results based on the characteristics of the schools in the sample.

Random assignment of schools to treatment conditions is fairly straightforward, although we do intend to impose some constraints. Specifically, we will use stratification methods to ensure as even a mix as possible of schools whose teachers are in the same grade levels. That is, we do

not wish to have a dramatic imbalance, for example, where the treatment group largely consists of fifth grade teachers and the control group largely first grade teachers. To the extent possible, we will also use stratification to ensure balance according to other characteristics, such as number of teachers and student demographics.

#### **b. Estimation Procedures**

The plans for the statistical analyses of the data, including descriptive statistics and multivariate models, are presented in Section A.16. To summarize, the main analysis will estimate the relationship between assignment to treatment status (either a high-intensity induction program or the low-intensity induction program normally operated by the districts) and outcomes of interest, such as teacher mobility, teacher practices, and student outcomes.

#### **c. Sample Size Requirements**

As explained in subsection (a) above, we used precision standards derived from other evaluations and nonexperimental research on teacher induction to determine that meaningful impacts can be detected through the use of a design that includes about 960 teachers. Table 4 displays MDIs for teacher retention outcomes measured in percentage points for two-tailed hypothesis tests with 80 percent power and using a 5 percent significance level.

The study will need a sample size that is large enough so that if there is an impact, we can detect it, meaning we can distinguish it from chance differences that arise from sampling variation. We estimated the MDI for several outcomes under a variety of different assumptions and determined that the optimal sample size would be 960 teachers. We assume these teachers would be distributed across roughly 400 schools, or 2.4 eligible beginning teachers per school, and evenly distributed between treatment and control groups within approximately 20 school districts.

A sample of this size will allow us to detect an impact on teacher mobility outcomes, which are expressed as percent with a move, of about 7 percentage points; an impact on student achievement after the first year of about 0.10 to 0.12 of a standard deviation; and an impact on teacher practices of about 0.22 to 0.25 of a standard deviation. For subgroup analysis, the MDIs will be larger. We intend to examine impacts by subgroups, such as induction provider type or district size, that are broken into groups that are usually no smaller than 1/3 of the sample. The assumptions that underlie our calculations and the MDIs associated with each set of assumptions are shown in Tables 4 and 5.

The rationale for achieving MDIs of this size has to do with the expected size of the impacts and the minimum size of an impact to be policy relevant. For mobility outcomes, past nonexperimental research suggests that we might expect to see impacts on retention after one or two years to be in the range of 5 to 20 percentage points. For student achievement outcomes, we believe that the impacts are unlikely to be large, so we have set the MDI to a level (0.10) that represents the smallest threshold below which we think an impact would not be educationally meaningful. Many proven education interventions have impacts that range from 0.15 to 0.80 of a standard deviation. In terms of classroom practices, we also expect impacts to be relatively small after one year. While the MDI cannot be set as low as for student achievement outcomes, we will be able to detect meaningful impacts on practice (at a level of 0.22).

**d. Unusual Problems Requiring Specialized Sampling Procedures**

We do not anticipate any unusual problems that require specialized sampling procedures.

TABLE 4  
MINIMUM DETECTABLE IMPACT (MDI) ON TEACHER RETENTION  
UNDER ALTERNATIVE ASSUMPTIONS

| Assumed Turnover Rate in the<br>Absence of Intervention | Predicted Retention Rate (Percentage Points) |           |      |
|---|--|-----------|------|
|   | Control                                      | Treatment | MDI  |
| 10%   | 90%  | 96%       | 5.5% |
| 15%   | 85%  | 92%       | 6.5% |
| 20%   | 80%  | 87%       | 7.3% |
| 25%   | 75%  | 83%       | 7.9% |
| 30%   | 70%  | 78%       | 8.3% |

Note:      Additional Assumptions:  
                  Intraclass correlation = 0.10  
                   $R^2 = 0.20$   
                  Study attrition rate = 10%  
                  Significance level = 5% (two-sided test)  
                  Power = 80%

TABLE 5

MINIMUM DETECTABLE IMPACT (MDI) ON STUDENT ACHIEVEMENT  
UNDER ALTERNATIVE ASSUMPTIONS

| Assumption                                     | ICC <sub>1</sub> | ICC <sub>2</sub> | R <sup>2</sup> | Teachers | Schools | MDI (Effect Size) |
|--|------------------|------------------|----------------|----------|---------|-------------------|
| Availability of Pretest                        |                  |                  |                |          |         |                   |
| Post-test and pretest                          | 0.10             | 0.10             | 0.50           | 960      | 400     | 0.10              |
| Post-test only                                 | 0.10             | 0.10             | 0.10           | 960      | 400     | 0.11              |
| Intra-Class Correlations                       |                  |                  |                |          |         |                   |
| Medium   | 0.15             | 0.15             | 0.10           | 960      | 400     | 0.13              |
| High   | 0.20             | 0.15             | 0.10           | 960      | 400     | 0.14              |
| Unavailable Test Scores (Grade Levels)         |                  |                  |                |          |         |                   |
| 1/5 of teachers                                | 0.10             | 0.10             | 0.10           | 768      | 360     | 0.12              |
| 2/5 of teachers                                | 0.10             | 0.10             | 0.10           | 576      | 320     | 0.14              |
| 3/5 of teachers                                | 0.10             | 0.10             | 0.10           | 384      | 280     | 0.19              |
| Unavailable Test Scores (Districts and Grades) |                  |                  |                |          |         |                   |
| 1/5 of districts and no extra teachers         | 0.10             | 0.10             | 0.10           | 768      | 320     | 0.12              |
| 1/5 of districts and 1/5 of teachers           | 0.10             | 0.10             | 0.10           | 614      | 288     | 0.14              |
| 1/5 of districts and 2/5 of teachers           | 0.10             | 0.10             | 0.10           | 461      | 256     | 0.16              |
| 1/5 of districts and 3/5 of teachers           | 0.10             | 0.10             | 0.10           | 307      | 224     | 0.22              |

Note:     ICC<sub>1</sub> is the intraclass correlation coefficient for schools.  
               ICC<sub>2</sub> is the intraclass correlation coefficient for teachers..  
               R<sup>2</sup> is the fraction of variance in test scores explained by classroom level covariates.

#### **e. Use of Periodic Data Collection Cycles to Reduce Burden**

The survey data collection activities include one mentor background survey in August 2005, one baseline teacher survey in October 2005, three teacher induction activity surveys in the 2005-2006 school year, and three retention surveys—one each during the 2006-2007, 2007-2008, and 2008-2009 school years. The mentor survey is estimated to take only 10 minutes and will be administered when mentors are gathered for training. So that burden on teachers is reduced, the first teacher induction survey will be conducted at the same time as the baseline survey. Since induction activities will change over the course of the school year, it is important to conduct three induction surveys to minimize potential problems with recall bias.

Non-survey-based data collection will be minimally burdensome. The observations of teachers' classes will be conducted in spring 2006, during two consecutive school days. Observing each teacher's classroom twice instead of only once will allow us to obtain a richer perspective on the teacher's practices, but scheduling the observations consecutively will reduce burden due to logistical issues. The collection of teachers' SAT or ACT scores and of classroom records will occur only once for each teacher.

### **3. Addressing Nonresponse of Teachers**

If teachers who do not respond to surveys are substantially different from those who do, then the impact estimates could be biased. However, we think the potential problems associated with nonresponse will be minimal, because we expect to achieve high response rates for all surveys. We anticipate a 100 percent response rate for the baseline mentor and teacher surveys and the three teacher induction activities surveys; we expect to achieve this rate since these surveys will be conducted during the 2005-2006 school year and since mobility rates are very low during a school year. Therefore, for these surveys, nonresponse is not likely to be a concern. For the surveys on teacher retention, we anticipate achieving a 97 percent response rate in the 2006-2007

academic year and a 94 percent response rate in the following two years (2007-2008 and 2008-2009).

For all surveys, several steps will be taken to maximize response among sampled teachers. The surveys will be mailed directly to teachers at their schools, either their original schools or any schools to which they may have moved. MPR staff will follow up with nonrespondents and administer the survey over the telephone at the teacher's convenience. Initially, our contact information will be obtained from the information that respondents provide on the baseline teacher survey. If those contacts are unsuccessful, we will search major national locator databases, such as LexisNexis and Accurint, in an attempt to obtain additional information on the participants. If the telephone locating efforts are unsuccessful, we will dispatch trained field locaters from our national pool to conduct in-person locating for missing sample members.

Our predicted response rates are ambitious. If response rates to follow-up surveys fall below our targets, or if there was differential nonresponse in data collection on the study's outcomes, we will make statistical adjustments for impact estimates to be representative of the full sample. We will examine the extent of nonresponse bias by comparing the baseline characteristics of respondents and nonrespondents. We will also compare the characteristics of respondents in the treatment and control groups. We will conduct statistical tests (t-tests and chi-squared tests) to gauge whether the differences in characteristics of these groups are statistically significant. The methods described here can be used to form nonresponse adjustments if one or more schools do not provide student records data, or if classroom observations cannot be completed, or if those observations are determined to be unreliable for some reason.

Accounting for nonresponse will involve two approaches. We will use regression models to adjust for differences in the observable baseline characteristics of respondents in the treatment and control groups. We also will construct nonresponse weights that weight respondents

according to their similarity to nonrespondents. The more similar a respondent is to nonrespondents, the more heavily that respondent will be weighted in our analyses.

These weights will be constructed by using baseline characteristics to predict response at followup. Specifically, we will run a logistic regression of follow-up response status on baseline variables. Using the parameter estimates from this regression, we will calculate the predicted probability of responding at followup for every member of the baseline sample. The inverse of these predicted probabilities will be the nonresponse weights. Finally, we will explore the sensitivity of our impact estimates to nonresponse by calculating impacts with and without the nonresponse weights.

#### **4. Tests of Procedures and Methods to Be Undertaken**

Developing the data collection forms involved preparing three teacher surveys: the baseline teacher survey, the induction activities survey, and the teacher retention survey. We designed all surveys for both interviewer and self-administration, and each was subjected to a cognitive pretest with up to nine respondents. The pretest sample was made up of teachers similar to those who will participate in this project. Careful pretesting provides a quality review on instrument wording, skip logic, transitions, and response burden to participants. With the cognitive pretest methodology, we also monitored and debriefed respondents to assess respondent comprehension, clarity of instruction, question flow, and organization. The mentor questionnaire was designed for self-administration only, as the mentors will complete the survey during the summer of 2005 training sessions conducted by NTC and ETS. The pretest survey questionnaire lengths provided the estimate of respondent burden for each instrument.



## **5. People Consulted on Statistical Methods**

The following people were consulted on statistical aspects of the study design:

- Roberto Agodini, Mathematica Policy Research, Inc., 609-936-2712
- John Deke, Mathematica Policy Research, Inc., 609-275-2230
- Mark Dynarski, Mathematica Policy Research, Inc., 609-275-2397
- Steven Glazerman, Mathematica Policy Research, Inc., 202-484-4834
- John Hall, Mathematica Policy Research, Inc., 609-275-2357
- Amy Johnson, Mathematica Policy Research, Inc., 609-936-2714
- Neil Seftor, Mathematica Policy Research, Inc. 202-484-4527
- Sarah Senesky, Mathematica Policy Research, Inc. 609-275-2365
- Thomas Smith, Vanderbilt University, 615-322-5519

This group consists of people with extensive experience in the design and analysis of randomized social experiments. One staff person is a sampling statistician, while others are labor economists, econometricians, and other methodologists.



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**APPENDIX A**  
**MENTOR QUESTIONNAIRE**



# MENTOR QUESTIONNAIRE



## STUDY OF TEACHER INDUCTION PROGRAMS

**Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consist of various components and activities and often include mentoring and professional development workshops.**

This form asks about your mentoring experiences and your background. For each item, please mark only one answer, unless instructions say to "MARK (X) ALL THAT APPLY." Thank you very much for helping us to learn more about teacher induction.

### We want you to know that:

1. We are asking you these questions to gather information about your career decisions and your experiences working with beginning teachers.
2. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public programs.
3. All responses are confidential. Your responses will be combined with those of other mentors, and the answers you give will never be identified as yours.

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[www.mathematica-mpr.com](http://www.mathematica-mpr.com)

**For questions, call Pat Nemeth at 800-XXX-XXXX**

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **xxxx-xxxx**. The time required to complete this information collection is estimated to average 10 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.





## A. MENTORING EXPERIENCES

**YOU MAY USE EITHER A PENCIL OR A PEN.**

**Mentoring** describes a formal or informal learning relationship, usually between two individuals where the mentor has either experience or expertise in a particular area and provides information, advice, support, and feedback to the beginning teacher. Literacy and mathematics coaches or lead teachers often take on the role of mentor for beginning teachers.

**Questions A1-A6 refer to mentoring positions held PRIOR to the 2005-2006 school year.**

**A1. Have you mentored beginning teachers?**

<sup>1</sup> ☐ Yes

<sup>0</sup> ☐ No → **GO TO A7**

**A2. For how many school years have you been a mentor?**

|\_|\_| YEARS

**A3. For what grade level(s) were you a mentor?**

**MARK (X) ALL THAT APPLY**

<sup>x</sup> ☐ Prekindergarten

<sup>0</sup> ☐ Kindergarten

<sup>1</sup> ☐ 1st

<sup>2</sup> ☐ 2nd

<sup>3</sup> ☐ 3rd

<sup>4</sup> ☐ 4th

<sup>5</sup> ☐ 5th

<sup>6</sup> ☐ 6th

<sup>7</sup> ☐ 7th

<sup>8</sup> ☐ 8th

<sup>9</sup> ☐ Other (*Please specify*)

\_\_\_\_\_

**A4. Excluding the training session which you are currently attending, have you ever attended training sessions, workshops, or seminars to prepare you for a mentoring position(s)?**

<sup>1</sup> ☐ Yes

<sup>0</sup> ☐ No → **GO TO A6**

**A5. As part of training for your previous mentoring position(s), did you attend workshops or seminars on . . .**

|   | MARK (X) YES OR NO FOR EACH |                            |
|---|-----------------------------|----------------------------|
|   | Yes                         | No                         |
| a. Coaching strategies? .....                                     | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| b. Content-focused coaching in literacy/language arts? .....      | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| c. Content-focused coaching in mathematics? .....                 | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| d. Conducting classroom observations? .....                       | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| e. Giving effective feedback? .....                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| f. Leading study groups? .....                                    | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| g. Analyzing student work? .....                                  | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| h. Working with adult learners to set goals? .....                | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| i. Roles and responsibilities of a mentor? .....                  | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| j. Helping the beginning teacher with classroom management? ..... | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| k. Helping the beginning teacher with lesson planning? .....      | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |

**A6. As part of your previous mentoring experience, how often did you . . .**

|  | MARK (X) ONE FOR EACH      |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|  | Never                      | Weekly                     | Bi-Monthly                 | Monthly                    | A Few Times a Year         | Upon Request as Needed     |
| a. Observe <u>beginning</u> teachers and give them feedback on their practice? .....           | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. Conduct/lead study groups on teaching and learning? .....                                   | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. Review and analyze a portfolio of information collected by <u>beginning</u> teachers? ..... | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. Work with <u>beginning</u> teachers to set goals to improve their practice? .....           | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. Work with <u>beginning</u> teachers to identify strategies for effective instruction? ..... | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| f. Help beginning teachers plan lessons? .....   | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| g. Have beginning teachers observe teaching by you or others? .....                            | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**A7. How did you obtain this current mentor position?**

- 1 ☐ Applied voluntarily, on my own
- 2 ☐ Someone at the district approached me to apply for the position
- 3 ☐ Assigned
- 4 ☐ Other (*Please specify*)

\_\_\_\_\_

## B. PROFESSIONAL PREPARATION

**B1. Please describe your postsecondary degrees in the chart below.**

| A.<br>Year Degree<br>Received | B.<br>Type of Degree  | C.<br>Name of College<br>or University | D.<br>Major Field of Study | E.<br>Minor Field of Study |
|-------------------------------|---|--|----------------------------|----------------------------|
| _ _ _ _                       | 1 <input type="checkbox"/> Associate's<br>2 <input type="checkbox"/> Bachelor's<br>3 <input type="checkbox"/> Master's<br>4 <input type="checkbox"/> Other ( <i>Please specify</i> )<br>_____ |  |                            |                            |
| _ _ _ _                       | 1 <input type="checkbox"/> Associate's<br>2 <input type="checkbox"/> Bachelor's<br>3 <input type="checkbox"/> Master's<br>4 <input type="checkbox"/> Other ( <i>Please specify</i> )<br>_____ |  |                            |                            |
| _ _ _ _                       | 1 <input type="checkbox"/> Associate's<br>2 <input type="checkbox"/> Bachelor's<br>3 <input type="checkbox"/> Master's<br>4 <input type="checkbox"/> Other ( <i>Please specify</i> )<br>_____ |  |                            |                            |

**B2. Are you currently working toward an advanced degree (for example, Master's, Ed.D., or Ph.D.) or additional credits?**

- 1 ☐ Yes →
- 0 ☐ No

1 ☐ **Degree:** \_\_\_\_\_

2 ☐ **Additional Credits**

a. NAME OF COLLEGE OR UNIVERSITY:

\_\_\_\_\_

b. MAJOR FIELD OF STUDY: \_\_\_\_\_

**B3. From the list below, select the areas in which you are certified.**

**MARK (X) ALL THAT APPLY**

1 ☐ General elementary education

2 ☐ Bilingual education

3 ☐ Special education *(Please specify area of certification)*

\_\_\_\_\_  
\_\_\_\_\_

4 ☐ A specific subject area or areas *(Please specify)*

\_\_\_\_\_  
\_\_\_\_\_

5 ☐ Other *(Please specify)*

\_\_\_\_\_  
\_\_\_\_\_

6 ☐ Not certified

**B4. Are you working toward additional certification?**

1 ☐ Yes → *(Please specify)*

\_\_\_\_\_

0 ☐ No

**B5. Have you been certified through the National Board of Professional Teaching Standards (NBPTS)?**

2 ☐ Yes → *(Please specify area of certification)*

\_\_\_\_\_

1 ☐ No, but I'm working toward NBPTS certification now → *(Please specify area of certification)*

\_\_\_\_\_

0 ☐ No

**B6. For how many school years have you been a teacher?**

|\_|\_| NUMBER OF YEARS

**B7. Please list each school at which you have been a classroom teacher prior to becoming a mentor for the 2005-2006 school year. For each school listed, indicate the grade level you taught and the years you taught at that grade level.**

| School Name | Grade-Level Taught | Date Start |      | Date End |      |
|-------------|--------------------|------------|------|----------|------|
|             |                    | Month      | Year | Month    | Year |
| 1. _____    | _____              | _ _        | _ _  | _ _      | _ _  |
| 2. _____    | _____              | _ _        | _ _  | _ _      | _ _  |
| 3. _____    | _____              | _ _        | _ _  | _ _      | _ _  |
| 4. _____    | _____              | _ _        | _ _  | _ _      | _ _  |
| 5. _____    | _____              | _ _        | _ _  | _ _      | _ _  |
| 6. _____    | _____              | _ _        | _ _  | _ _      | _ _  |

**B8. Please indicate any other education positions you have held, for example, a district-level position.**

| Position Held | Date Start |      | Date End |      |
|---------------|------------|------|----------|------|
|               | Month      | Year | Month    | Year |
| 1. _____      | _ _        | _ _  | _ _      | _ _  |
| 2. _____      | _ _        | _ _  | _ _      | _ _  |
| 3. _____      | _ _        | _ _  | _ _      | _ _  |

## C. BACKGROUND INFORMATION

**C1. In what year were you born?**

|\_|\_|\_|\_| YEAR

**C2. What is your ethnic background?**

- 1 ☐ Hispanic or Latino  
2 ☐ Not Hispanic or Latino

**C3. Mark the box or boxes that best describes your race.**

- 1 ☐ American Indian or Alaska Native  
2 ☐ Asian  
3 ☐ Black or African American  
4 ☐ Native Hawaiian or Other Pacific Islander  
5 ☐ White

**C4. Are you male or female?**

- 1 ☐ Male  
2 ☐ Female

**C5. Please PRINT your name, home address, and telephone number. This information will be used to contact you if there are questions about survey responses.**

Your Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|  
Area Code Number

Cell Phone Number: (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|  
Area Code Number

Home Email Address: \_\_\_\_\_

Work Email Address: \_\_\_\_\_

**Thank you for completing this survey.  
Please return this survey to the Mathematica representative at the training.**

## **APPENDIX B**

### **COVER LETTER FOR THE TEACHER BACKGROUND QUESTIONNAIRE**





---

**COVER LETTER FOR BACKGROUND QUESTIONNAIRE**

[DATE]

[MPR ID]

Dear [Teacher's name]:

Thank you very much for participating in the National Evaluation of Teacher Induction Programs, sponsored by the U.S. Department of Education, Institute of Education Sciences. I hope you agree with me that it is vitally important to conduct this evaluation to better understand what contributes to the preparation, support, and retention of new teachers.

As part of the evaluation, we are conducting teacher surveys to give us a picture of how teachers differ in their backgrounds, professional experiences, teaching preparation and exposure to induction activities. We will use the information collected to analyze the impacts of teacher induction programs. Enclosed is the first survey we would like you to complete, which should take you about 25 minutes. If you plan to complete the questionnaire outside the classroom, you may need your class roster to help answer a couple of questions.

We will mail you a check for \$30 as a thank you for your participation. Over the course of the project, you could receive up to \$200 for two classroom observations and several surveys. **The information you provide through this or any survey will be kept strictly confidential. Responses will not be identified by individual or even by school.**

Also, enclosed is a permission slip for you to read and sign. It should take you less than 5 minutes to fill out. Please return them in the next two weeks using the enclosed postage paid business reply envelope. If you have any questions or concerns about the study or the survey, please do not hesitate to call me at 609-275-2294 or email me at [PNemeth@mathematica-mpr.com](mailto:PNemeth@mathematica-mpr.com). Thanks again for your cooperation and support of this important research study.

Sincerely,

Attachments:



## **APPENDIX C**

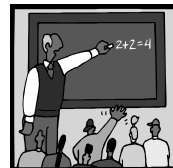
### **TEACHER BACKGROUND QUESTIONNAIRE**



# TEACHER BACKGROUND QUESTIONNAIRE



## STUDY OF TEACHER INDUCTION PROGRAMS



Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consists of various components and activities and often include mentoring and professional development workshops.

The questions on this baseline form ask about your background, your current teaching experiences, and your plans for the future. For each item, please mark only one answer, unless instructions say to "MARK (X) ALL THAT APPLY." Thank you very much for helping us to learn more about teacher induction.

### We want you to know that:

1. We are asking you these questions to gather information about new teachers' career decisions and their experiences with teacher induction.
2. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public program.
3. All responses are confidential. Your responses will be combined with those of other teachers, and the answers you give will never be identified as yours.

**Mathematica Policy Research (MPR)**  
**Princeton, NJ**

[pnemeth@mathematica-mpr.com](mailto:pnemeth@mathematica-mpr.com)  
[www.mathematica-mpr.com](http://www.mathematica-mpr.com)

**For questions, call Pat Nemeth at 800-XXX-XXXX**

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **xxxx-xxxx**. The time required to complete this information collection is estimated to average 25 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.



## A. PROFESSIONAL BACKGROUND INFORMATION

YOU MAY USE EITHER A PENCIL OR A PEN.

A1. Please describe your postsecondary degrees in the chart below.

| A.<br>Year Degree<br>Awarded | B.<br>Type of Degree  | C.<br>Name of College<br>or University | D.<br>Major Field of Study | E.<br>Minor Field of Study |
|------------------------------|---|--|----------------------------|----------------------------|
| _ _ _ _                      | 1 <input type="checkbox"/> Associate's<br>2 <input type="checkbox"/> Bachelor's   |  |                            |                            |
| _ _ _ _                      | 2 <input type="checkbox"/> Bachelor's<br>3 <input type="checkbox"/> Master's<br>4 <input type="checkbox"/> Other ( <i>Please specify</i> )<br>_____ |  |                            |                            |
| _ _ _ _                      | 3 <input type="checkbox"/> Master's<br>4 <input type="checkbox"/> Other ( <i>Please specify</i> )<br>_____  |  |                            |                            |

A2. Are you currently working toward an advanced degree (for example, Master's, Ed.D., or Ph.D.) or additional credits?

1 ☐ Yes →

0 ☐ No ↘

GO TO A3

1 ☐ Degree: \_\_\_\_\_

2 ☐ Additional Credits

a. NAME OF COLLEGE OR UNIVERSITY:  
\_\_\_\_\_

b. MAJOR FIELD OF STUDY: \_\_\_\_\_

**A3. Have you taken a graduate school entrance exam?**

1 ☐ Yes → GO TO A5

0 ☐ No

**A4. Do you plan to take a graduate school entrance exam?**

1 ☐ Yes → GO TO A6

0 ☐ No

**A5. Which ones have you taken?**

MARK (X) ALL THAT APPLY

1 ☐ LSAT

2 ☐ GMAT

3 ☐ MCAT

4 ☐ GRE general

5 ☐ GRE subject (*Please specify subjects*)

6 ☐ Other (*Please specify*)

**A6. Did you apply to a graduate school program?**

1 ☐ Yes → GO TO A8

0 ☐ No

**A7. Do you plan to apply to a graduate school program?**

1 ☐ Yes

0 ☐ No

**A8. Do you have any outstanding education loans?**

1 ☐ Yes

0 ☐ No → GO TO A10

**A9. Are any of these forgivable or assumable loans?**

**NOTE:** Forgivable or assumable loans are erased if you meet certain teaching requirements.

1 ☐ Yes

0 ☐ No

**A10. Approximately how much do you have in outstanding education loans?**

**NOTE:** If you have consolidated your education loans with other loans, please estimate the amount for education, as best as you can.

1 ☐ Under \$5,000

2 ☐ \$5,000 to \$9,999

3 ☐ \$10,000 to \$19,999

4 ☐ \$20,000 to \$29,999

5 ☐ \$30,000 to \$39,999

6 ☐ \$40,000 to \$49,999

7 ☐ \$50,000 to \$59,999

8 ☐ \$60,000 to \$69,999

9 ☐ \$70,000 to \$79,999

10 ☐ \$80,000 or greater

11 ☐ Don't know

**A11. Which of the following statements most accurately describes the type of teaching certificate/license/credential that you currently hold?**

*States vary in the types of certificates they issue. Please select from the list below the statement that BEST describes the certificate/license/credential that you hold.*

MARK (X) ONE ANSWER ONLY

1 ☐ A **regular** or **standard** state certificate

Year certified |\_\_|\_\_|\_\_|\_\_|

2 ☐ A **certificate** that is issued to candidates after satisfying all requirements except the completion of a **probationary teaching period**

Year certified |\_\_|\_\_|\_\_|\_\_|

3 ☐ A **certificate** that is issued to candidates with the expectation that **additional requirements** be completed, such as passing a test or coursework

4 ☐ An **emergency certificate** or **waiver** that is issued for a specified time period to persons with insufficient teacher preparation

5 ☐ Other (*Please describe*)

6 ☐ I am not certified → GO TO A14



**A12. Which of the following statements best describes how you earned your teaching certificate?**

- 1 ☐ In a **traditional teacher certification program** (*see below for definition*) as part of a bachelor's degree
- 2 ☐ In a **traditional teacher certification program** (*see below for definition*) as a "5th year" or master's degree
- 3 ☐ As part of an **alternative teacher certification program** (*see below for definition*)
- 4 ☐ Other (*Please specify*)

---

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**Traditional teacher certification program** – An education program in which a candidate completes the necessary initial study leading to an entry-level teaching certificate before beginning employment as a school teacher. Higher education institutions deliver the training as part of a bachelor's or master's degree program.

**Alternative teacher certification program** – A program designed for individuals who already have a post-secondary degree. Minimal or no education courses or training are required before beginning employment in a school. Candidates often take courses and receive training while teaching. Training is delivered by higher education institutions, state agencies, or local school districts. Full certification is received one to three years after beginning the first teaching job.

**A13. From the list below, select the areas in which you are certified.**

**MARK (X) ALL THAT APPLY**

- 1 ☐ General elementary education
- 2 ☐ Bilingual education
- 3 ☐ Special education (*Please specify*)

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- 4 ☐ A specific subject area or areas (*Please specify*)

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- 5 ☐ Other (*Please specify*)

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**A14. Are you currently pursuing state certification?**

- 1 ☐ Yes  
0 ☐ No  
2 ☐ Already state certified
- **GO TO A16**

**A15. Have you completed all of your coursework for this certification?**

- 1 ☐ Yes  
0 ☐ No

**A16. Are you currently pursuing advanced professional certification?**

- 1 ☐ Yes  
0 ☐ No → **GO TO A18**

**A17. Have you completed all your course work for this certification?**

- 1 ☐ Yes  
0 ☐ No
- **GO TO A18**

**A18. Did you student teach?**

- 1 ☐ Yes  
0 ☐ No → **GO TO A23**

**NOTE: Student teaching (also called practice teaching)** – A school-based experience for students enrolled in a post-secondary education institution that is supervised by both a certified experienced teacher and a university or college supervisor. It is generally a requirement of pre-service teachers who have completed the education coursework leading to a degree and are seeking certification or licensure to teach in a public school.

**A19. How many weeks did you student teach?**

|\_|\_| NUMBER OF WEEKS

**A20. How would you describe your student teaching experience in terms of the classroom teacher with whom you spent the most time?**

- 1 ☐ The teacher/experience was excellent and I felt I learned a lot  
2 ☐ The teacher/experience was adequate but I could have learned more  
3 ☐ The teacher/experience did not teach/help prepare me much at all

**A21. Did you teach children from families of the same socio-economic level as children you're now teaching?**

- 1 ☐ Yes  
0 ☐ No

**A22. Are you now teaching in the same school where you student taught?**

- 1 ☐ Yes  
0 ☐ No

**A23. NOT INCLUDING STUDENT TEACHING, have you ever worked in a classroom before this current school year?**

- 1 ☐ Yes  
0 ☐ No → **GO TO A25**

**A24. NOT INCLUDING THIS SCHOOL YEAR, please indicate the number of years you've worked in schools, the type of school, and the grade level you taught in any of the following positions (either part-time or full-time).**

**NOTE:** Enter "00" in Column A if you have never worked in this capacity  
Enter "01" in Column A if you worked less than one year

|  | A. Number of Years | B. School                  |                            |                            | C. Grade Level(s) or Main Assignment |
|--|--------------------|----------------------------|----------------------------|----------------------------|--------------------------------------|
|  |                    | MARK (X) ALL THAT APPLY    |                            |                            |                                      |
|  |                    | This School                | Different Public School    | Private School             |                                      |
| a. Certified teacher .....               | _ _                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | _____                                |
| b. Emergency certified teacher .....     | _ _                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | _____                                |
| c. Teacher aide .....                    | _ _                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | _____                                |
| d. Long-term substitute teacher .....    | _ _                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | _____                                |
| e. Substitute teacher .....              | _ _                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | _____                                |
| f. Other ( <i>Please specify</i> ) ..... | _ _                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | _____                                |

**A25. Which grade level do you currently teach?**

- x ☐ Prekindergarten  
 0 ☐ Kindergarten  
 1 ☐ 1st  
 2 ☐ 2nd  
 3 ☐ 3rd  
 4 ☐ 4th  
 5 ☐ 5th  
 6 ☐ 6th  
 7 ☐ 7th  
 8 ☐ 8th  
 9 ☐ Other (*Please specify*) \_\_\_\_\_

**A26. Is this the grade level you prefer teaching?**

- 1 ☐ Yes  
 0 ☐ No

**A27. What is the total number of students enrolled in the class you taught during the most recent FULL WEEK of teaching?**

|\_|\_| STUDENTS → INDICATE:

- a. |\_|\_| NUMBER OF BOYS  
 b. |\_|\_| NUMBER OF GIRLS

**A28. How many of these students are:**

- a. Hispanic or Latino, or ..... |\_|\_|  
 b. Not Hispanic or Latino? ..... |\_|\_|

**A29. How many are:**

- a. American Indian or Alaska Native, ..... |\_|\_|  
 b. Asian, ..... |\_|\_|  
 c. Black or African American, ..... |\_|\_|  
 d. Native Hawaiian or  
Other Pacific Islander, or ..... |\_|\_|  
 e. White? ..... |\_|\_|

**A30. How many of your students . . .**

- a. Have an Individual Education Plan (IEP)? ..... |\_|\_|  
*DO NOT include gifted and talented students.*  
 b. Have a 504 Service Agreement? ..... |\_|\_|  
 c. Were approved for free or reduced-price lunches? ..... |\_|\_|  
 d. Are in an ESL/ELL program? ..... |\_|\_|  
 e. Receive Title I Services? ..... |\_|\_|

**A31. Are you a member of a teachers' union or an employee association similar to a union?**

- 1 ☐ Yes  
 0 ☐ No

## B. YOUR TEACHING CAREER

**B1. SINCE GRADUATING FROM COLLEGE, have you held a full-time job other than your current teaching job?**

- 1 ☐ Yes  
 0 ☐ No, this is my first job since college → **GO TO B3**

**B2. SINCE GRADUATING FROM COLLEGE, please tell us about the job you held the longest BEFORE your current teaching position.**

*DO NOT include a job that was an official part of your teacher preparation program (for instance, student teaching).*

a. What was your job title?

\_\_\_\_\_

1 ☐ Self-employed

b. What were your responsibilities? What did you do in this job? *(Please be specific)*

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. What did your employer make, do, or sell?

\_\_\_\_\_  
 \_\_\_\_\_

d. Was this job in the public or private sector?

**MARK (X) ONE ANSWER ONLY**

- 1 ☐ Public  
 2 ☐ Private, for profit  
 3 ☐ Private, not for profit

e. How many years did you work in this job?

|\_|\_| NUMBER OF YEARS  
*(Enter "01" if you worked less than one year)*

**B3. Thinking back to your job search activities before your current teaching position, did you interview for any non-teaching jobs?**

- 1 ☐ Yes  
 0 ☐ No → **GO TO B6**

**B4. Describe the kinds of jobs you interviewed for.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B5. Did you receive any job offers?**

- 1 ☐ Yes  
 0 ☐ No

**B6. For your current teaching position, did you interview at . . .**

Yes    No

- a. Other schools within your current district? ..... 1 ☐    0 ☐  
 b. Other school districts? ..... 1 ☐    0 ☐  
 c. Other types of schools (e.g., private or parochial)? ..... 1 ☐    0 ☐

**B7. Did the school district allow you any input as to where you would be placed?**

- 1 ☐ Yes  
0 ☐ No

**B8. Is the school you're teaching in the one that you wanted to be placed in?**

- 1 ☐ Yes  
0 ☐ No  
2 ☐ Had no preference → **GO TO B10**

**B9. Did any of the following reasons influence your preference in a particular school?**

**MARK (X) ALL THAT APPLY**

- 1 ☐ The principal's leadership  
2 ☐ A program of support and information provided to beginning teachers  
3 ☐ The grade level/subject in which there was an opening  
4 ☐ Other opportunities offered to you such as coaching a sports team, etc.  
5 ☐ The school's organization/environment  
6 ☐ The school's location  
7 ☐ Knew other teachers in the school  
8 ☐ Did student teaching at same school  
9 ☐ Other reason (*Please specify*)

---

---

**B10. Prior to being hired, had you heard about a new teacher induction program in the district?**

- 1 ☐ Yes  
0 ☐ No

**B11. Which of the following statements best describes your plans?**

**MARK (X) ONE ANSWER ONLY**

- 1 ☐ I plan to teach at least until I am eligible for retirement  
2 ☐ I will probably continue teaching unless another opportunity presents itself  
3 ☐ I plan to leave teaching as soon as I can  
4 ☐ I plan to pursue another education-related career at some point  
5 ☐ I plan to pursue another career outside the field of education at some point  
6 ☐ I plan to have children and stop teaching at some point  
7 ☐ I plan to stop working outside the home at some point for reasons not related to children  
8 ☐ I am going to see if I like teaching before I make plans  
9 ☐ I am undecided at this time  
10 ☐ Other (*Please specify*)

---

---

**B12. Approximately how many years do you think you will remain in teaching after this year?**

**I will probably teach for . . .**

|\_|\_| more years

The following questions refer to your before-tax earnings from teaching and other employment. Consider the current school year to run from July 1, 2005 to June 30, 2006.

**B13. During the current school year, what is your academic-year, base teaching salary?**

\$ |\_|\_|\_|\_|\_|,|\_|\_|\_|\_|\_|.|\_|0\_|0\_|

**B14. Does your base teaching salary include additional compensation for teaching in a more challenging school?**

<sup>1</sup> ☐ Yes

<sup>0</sup> ☐ No

**B15. During the current school year, do you, or do you expect to, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or professional development activities?**

<sup>1</sup> ☐ Yes → a. How much? \$ |\_|\_|\_|\_|\_|,|\_|\_|\_|\_|\_|.|\_|0\_|0\_|

<sup>0</sup> ☐ No

**B16. During the current school year, do you, or do you expect to, earn additional compensation from working in any job OUTSIDE this school system?**

<sup>1</sup> ☐ Yes → a. How much? \$ |\_|\_|\_|\_|\_|,|\_|\_|\_|\_|\_|.|\_|0\_|0\_|

<sup>0</sup> ☐ No

## C. PERSONAL BACKGROUND INFORMATION

**C1. In what year were you born?**

| 1 | 9 | | | YEAR

**C2. Are you currently married or living with a partner, or are you single, separated, divorced, widowed, or have you never been married?**

- 1 ☐ Married or living with a partner  
 2 ☐ Single, separated, divorced, widowed, or never married → **GO TO C6**

**C3. What was your spouse or partner's total income (before taxes and other deductions) for last year?**

\$ | | | | , | | | | . 0 | 0 |

**C4. How much time does your spouse or partner spend commuting to or from work each day?**

**NOTE:** Please indicate miles and minutes. Your best estimate is fine.

| | | | MILES COMMUTING ONE WAY

| | | | MINUTES COMMUTING ONE WAY

**C5. What is the likelihood that your spouse or partner's job will require your family to relocate in the next five years?**

- 1 ☐ Very likely  
 2 ☐ Somewhat likely  
 3 ☐ Somewhat unlikely  
 4 ☐ Not at all likely

**C6. What is your ethnic background?**

- 1 ☐ Hispanic or Latino  
 0 ☐ Not Hispanic or Latino

**C7. Mark the box or boxes that best describes your race.**

- 1 ☐ American Indian or Alaska Native  
 2 ☐ Asian  
 3 ☐ Black or African American  
 4 ☐ Native Hawaiian or Other Pacific Islander  
 5 ☐ White

**C8. Are you male or female?**

- 1 ☐ Male  
 2 ☐ Female

**C9. Do you currently own or rent the residence where you live, or do you live with your parents?**

- 1 ☐ Own (either paying a mortgage or own outright)  
 2 ☐ Rent  
 3 ☐ Live with parents  
 4 ☐ Live with someone else rent-free

**C10. Do you have any children living with you? Include birth, adopted, foster, or stepchildren.**

- 1 ☐ Yes  
 0 ☐ No → **GO TO C12**

**C11. How many of your children are . . .**

- a. Under the age of 1? ..... | | | |  
 b. Ages of 1 to 5? ..... | | | |  
 c. Ages 6 to 11? ..... | | | |  
 d. Ages of 12 to 18? ..... | | | |  
 e. Over the age of 18? ..... | | | |

**C12. Do you live in the same school district where you teach?**

- 1 ☐ Yes  
 0 ☐ No

**C13. How far do you live from the school where you teach?**

**NOTE:** Please indicate miles and minutes. Your best estimate is fine.

| | | | MILES COMMUTING ONE WAY

| | | | MINUTES COMMUTING ONE WAY

**C14. Did you attend elementary school(s) in a school with a socio-economic level similar to the one you're now teaching in?**

- 1 ☐ Yes  
 0 ☐ No

## D. CONTACT INFORMATION

- D1. The survey you have completed involves brief follow-ups at later times to learn about teachers' movements in the labor force. Providing the information below is voluntary, not mandatory. This information will help us contact you if you move or change jobs. Also, MPR will mail your check to the address you provide below.**

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

Your Name: \_\_\_\_\_

Spouse's Full Name: \_\_\_\_\_  
(If applicable)

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (\_\_\_\_) - \_\_\_\_ - \_\_\_\_  
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

- 1 ☐ My name  
2 ☐ Other (Please specify name)

\_\_\_\_\_

Cell Phone Number: (\_\_\_\_) - \_\_\_\_ - \_\_\_\_  
Area Code Number

Social Security Number: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Home Email Address: \_\_\_\_\_

Work Email Address: \_\_\_\_\_

- D2. Please indicate the most convenient time to reach you.**

a. Best day(s) to reach you

b. Best time of day to reach you

MARK (X) ALL THAT APPLY

- 1 ☐ Monday  
2 ☐ Tuesday  
3 ☐ Wednesday  
4 ☐ Thursday  
5 ☐ Friday  
6 ☐ Saturday  
7 ☐ Sunday

MARK (X) ONE ANSWER ONLY

- 1 ☐ Before school starts, in the AM  
2 ☐ After school, in the afternoon  
3 ☐ In the evening

- D3. Please indicate today's date:**

\_\_\_\_ / \_\_\_\_ / 20\_\_\_\_  
Month Day Year



- D4. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.). We will contact these people only if we can't get in touch with you.

**(1) First Person**

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

1 ☐ Name entered above

2 ☐ Other (Please specify name)

\_\_\_\_\_

What is the name and address of another person who would know where to get in touch with you during the coming years? Don't list any person who now lives with you. Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.).

**(2) Second Person**

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

1 ☐ Name entered above

2 ☐ Other (Please specify name)

\_\_\_\_\_

**Thank you for completing this survey. Please mail it to MPR in the envelope provided.**



**APPENDIX D**

**CONSENT FORM FOR ACCESS TO  
COLLEGE ENTRANCE  
EXAM SCORES**



## Evaluation of the Impact of Teacher Induction Programs

### Permission to Collect Data for the Sole Use of the Study

**Study Purpose:** The Institute of Education Sciences at the U.S. Department of Education has contracted with Mathematica Policy Research, Inc. to conduct the Evaluation of the Impact of Teacher Induction Programs. The purpose of the study is to rigorously test whether the nature and extent of teacher induction programs are related to novice teacher instructional practices and retention. Through various modes of data collection—both quantitative and qualitative—the study will determine the comparative effectiveness of contrasting methods of teacher induction.

We will conduct a classroom observation as part of your participation in this study. The results of the observation are kept confidential and will not be shared with anyone outside the Mathematica study team. We will also ask you to complete brief questionnaires during the course of the study that collect information on your teacher preparation participation in induction activities and your career path.

Please sign here to indicate your understanding of the study components as stated and your willingness to cooperate with this data collection effort.

SIGNATURE: \_\_\_\_\_

**Confidentiality:** The information you provide will be held in strict confidence and used only for the study. Your name will never be used in reporting the results of the study. The confidentiality of your answers is guaranteed by the Privacy Act of 1974. Under this law, your answers cannot be released in any manner which would enable someone to identify you unless you give us written consent or as required by law. Providing the information below is voluntary, not mandatory.

### Permission for Releasing SAT/ACT Scores

Please provide us with the following information so that ACT or College Board can locate your records and send them to Mathematica Policy Research, Inc. only for use by the Impact Evaluation of Teacher Induction Programs Study.

**Q1. At any point in time, did you take the SAT and/or ACT test?**

- ☐ Yes, I took the ACT test.  
☐ Yes, I took the SAT test.  
☐ No, I have never taken either of these tests. (Please complete Q4 only and return this form.)

**Q2. What was your name at the time the test was taken? (PLEASE PRINT)**

\_\_\_\_\_  
 FIRST NAME

\_\_\_\_\_  
 MIDDLE INITIAL

\_\_\_\_\_  
 LAST NAME

**Q3. Has your name changed since the time you took the test?**

- ☐ Yes  
☐ No → **GO TO Q5**

**Q4. What is your current name? (PLEASE PRINT)**

\_\_\_\_\_  
 FIRST NAME

\_\_\_\_\_  
 MIDDLE INITIAL

\_\_\_\_\_  
 LAST NAME

**Q5. What is your Social Security number?**

\_\_\_\_ - \_\_\_\_ - \_\_\_\_\_

**Q6. What is your gender?**

☐ Female

☐ Male

**Q7. What is your date of birth?**

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
Month Day Year

**Q8. What was the name and address of the high school you attended? *Please spell out the name of the state or country.***

HIGH SCHOOL NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ COUNTRY: \_\_\_\_\_

ZIP: \_\_\_\_\_

**Q9. In what state or country did you take the test? *Please spell out the name of the state or country.***

STATE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

**Q10. In what year did you take the test?**

YEAR: |\_|\_|\_|\_|

**Q11. Please provide your signature as permission for MPR to obtain your test scores.**

SIGNATURE: \_\_\_\_\_

|\_|\_| / |\_|\_| / |\_|\_|\_|\_|  
Month Day Year

**If you have any questions regarding this study, please contact the Survey Director, Pat Nemeth at 609-275-2294 or at [pnemeth@mathematica-mpr.com](mailto:pnemeth@mathematica-mpr.com).**

**PLEASE RETURN THIS FORM TO:**

Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08543

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **xxxx-xxxx**. The time required to complete this information collection is estimated to average 5 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.

## **APPENDIX E**

### **PARENTAL NOTIFICATION LETTER**





## PARENTAL NOTIFICATION LETTER

[DATE]

Dear Parent or Guardian,

Your child's school is taking part in a national evaluation of new teachers, sponsored by the U.S. Department of Education. This evaluation is being conducted by Mathematica Policy Research, Inc., a national policy research firm, in collaboration with [DISTRICT NAME]. This study focuses on effective ways to support beginning teachers.

We will administer a few surveys to your child's **teacher** throughout the year and observe him/her teaching the class. As part of the study, in the summer of 2006, we will ask the school for school data that are **not** tied back to individual students. We will ask for classroom averages on items such as math and reading tests, attendance and disciplinary issues. Neither your child's name nor any specific identifiable information will ever be sent to Mathematica. In this way, the confidentiality of students will be assured.

There are no potential risks to your child. The study will not interfere with classroom time. Participation is voluntary. If you do not want your child's anonymous school records included in the study, please call Pat Nemeth, toll-free at Mathematica Policy Research, at 800-XXX-XXXX. I'll need to know the child's name, teacher's name, school, city and state.

Sincerely,



## **APPENDIX F**

### **COVER LETTER FOR CLASSROOM OBSERVATIONS**



---

**MEMORANDUM**

**TO:** [INSERT TEACHER NAME]  
[INSERT SCHOOL NAME]

**FROM:** [INSERT MPR SITE COORDINATOR NAME]

**DATE:** [DATE]  
[MPR ID#]

**SUBJECT:** Classroom Observations

---

Thank you again for your participation in the national evaluation of teacher induction programs. Mathematica will observe a [INDICATE READING OR MATH] unit in your classroom on:

- [INSERT DAY] [INSERT DATE] [INSERT TIME OR TIMES]

We will observe a [INDICATE READING OR MATH] unit in your classroom on:

[INSERT SECOND DAY, DATE AND TIME]

We'll arrive in time to speak with you for about 10 minutes prior to the scheduled observation. Our goal is not to disrupt the normal routine of your class any more than is necessary.

Please do not do anything beyond your ordinary plans for these observations. Our intent is to record what normally takes place in your classroom. All this information is kept completely confidential and will not be shared with anyone outside the study staff. Our observers have been extensively trained and are familiar with the many variables that teachers confront during any given 50-minute block of time.

We look forward to seeing you again.



## **APPENDIX G**

### **CLASSROOM OBSERVATION TEACHER INTERVIEW PROTOCOL**





# CLASSROOM OBSERVATION TEACHER INTERVIEW PROTOCOL

## STUDY OF TEACHER INDUCTION PROGRAMS

Observer Name: \_\_\_\_\_

Observation Date: |\_\_|\_| / |\_\_|\_| / |\_\_|\_|\_|\_|\_|  
Month Day Year

Start Time: |\_\_|\_|:|\_\_|\_| AM/PM

End Time: |\_\_|\_|:|\_\_|\_| AM/PM

Grade: |\_\_|

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Subject observed? 1 ☐ Reading  
2 ☐ Math

Number of Students: |\_\_|\_|

Is there a teacher aide? 1 ☐ Yes  
0 ☐ No  
2 ☐ Someone else (*Specify*)  
\_\_\_\_\_

1. Can you tell me the goals for today's lesson: the skills or content you are planning to teach today?

---

---

---

2. How will you assess students' understanding?

---

---

---

3. How does this class fit into the overall unit? Is this the beginning, middle, or end of the unit?

---

---

---

4. Are you expecting any elements of the lesson to be difficult for this class? Which? Are there elements that will be difficult for particular students?

---

---

---

5. Briefly describe the students in this class. Are there any particular students who are troublesome? Have special needs? Who are the best students?

---

---

---

6. Is there anything I should have before you start?

---

---

---

7. Where would you like me to sit during the class?

---

---

---

## **APPENDIX H**

### **COVER LETTER FOR THE INDUCTION ACTIVITIES TEACHER QUESTIONNAIRE**



## COVER LETTER FOR INDUCTION ACTIVITIES QUESTIONNAIRE

[DATE]

[MPR ID]

Dear [Teacher's name]:

Thank you very much for participating in the National Evaluation of Teacher Induction Programs, sponsored by the U.S. Department of Education, Institute of Education Sciences. I hope you agree with me that it is vitally important to conduct this evaluation to better understand what contributes to the preparation, support, and retention of new teachers.

As part of the evaluation, we are conducting a survey of teachers to give us a picture of how teachers differ in the nature and extent of induction activities provided during their first year of teaching. We will use the information collected to analyze the impact of teacher induction programs.

Enclosed is the Induction Activities Teacher Questionnaire we would like you to complete. It should take you about 20 minutes. **The information you provide through this survey will be kept strictly confidential. Responses will not be identified by individual or by school.**

Please return your completed Induction Activities Questionnaire in the next two weeks using the enclosed postage paid business reply envelope. We will mail you a check for \$20 as a thank you for your continued participation. If you have any questions or concerns about the study or the survey, please do not hesitate to call me at 609-275-2294 or email me at [PNemeth@mathematica-mpr.com](mailto:PNemeth@mathematica-mpr.com). Thanks again for your cooperation and support of this important research study.

Sincerely,

Attachments:



**APPENDIX I**

**INDUCTION ACTIVITIES TEACHER  
QUESTIONNAIRE**





# INDUCTION ACTIVITIES TEACHER QUESTIONNAIRE



## STUDY OF TEACHER INDUCTION PROGRAMS



Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consist of various components and activities and often include mentoring and professional development workshops.

The questions on this form ask about your induction experiences during your first year of teaching. For each item, please mark only one answer, unless instructions say to "MARK (X) YES OR NO FOR EACH." Thank you very much for helping us to learn more about teacher induction.

### We want you to know that:

1. We are asking you these questions to gather information about new teachers' career decisions and their experiences with teacher induction.
2. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public program.
3. All responses are confidential. Your responses will be combined with those of other teachers, and the answers you give will never be identified as yours.

**Mathematica Policy Research (MPR)**  
**Princeton, NJ**

[pnemeth@mathematica-mpr.com](mailto:pnemeth@mathematica-mpr.com)

[www.mathematica-mpr.com](http://www.mathematica-mpr.com)

**For questions, call Pat Nemeth at 800-XXX-XXXX**

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **xxxx-xxxx**. The time required to complete this information collection is estimated to average 20 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.



## E. BEGINNING TEACHER EXPERIENCES

YOU MAY USE EITHER A PENCIL OR PEN.

**Induction** refers to a program of professional development and support for beginning teachers. Teacher induction consists of various components and activities and often includes mentoring and professional development workshops.

**E1. Does your school or district provide a teacher induction program for beginning teachers?**

- ☐ Yes  
☐ No  
☐ Don't know

**Mentoring** describes a formal or informal learning relationship, usually between two individuals where the mentor has either experience or expertise in a particular area and provides information, advice, support, and feedback to the beginning teacher.

**E2. Do you have a mentor?**

- ☐ Yes, one  
☐ Yes, more than one  
☐ No → GO TO SECTION F, PAGE 12

**E3. Please provide the following information about your mentor.**

**Mentor 1**

First Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

IF YOU ONLY HAVE ONE MENTOR, GO TO E4

**Mentor 2**

First Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Questions E4-E16 ask about the person you named under E3 as Mentor 1.

**E4. Is your mentor currently a . . .**

|   | MARK (X)<br>ONLY ONE BOX   |
|---|----------------------------|
| Full-time teacher in your school?.....                      | 1 <input type="checkbox"/> |
| Part-time teacher in your school? .....                     | 2 <input type="checkbox"/> |
| Full-time mentor who has been released from teaching? ..... | 3 <input type="checkbox"/> |
| District office person? .....                               | 4 <input type="checkbox"/> |
| Someone from a licensing or certification program? .....    | 5 <input type="checkbox"/> |
| Other (Please specify) _____ .....                          | 6 <input type="checkbox"/> |

**E5. Was this mentor assigned to you?**

- 1 ☐ Yes  
0 ☐ No

**E6. (IF YES) By whom?**

|                                    | MARK (X)<br>ONLY ONE BOX   |
|------------------------------------|----------------------------|
| School or district .....           | 1 <input type="checkbox"/> |
| Teacher education program .....    | 2 <input type="checkbox"/> |
| Other (Please specify) _____ ..... | 3 <input type="checkbox"/> |

**E7. Is there a time when you and your mentor usually meet?**

- 1 ☐ Yes  
0 ☐ No → **GO TO E12**

**E8. When do these meetings usually take place?**

**MARK (X) ALL THAT APPLY**

- 1 ☐ Before school  
2 ☐ After school  
3 ☐ During lunch  
4 ☐ During planning period  
5 ☐ Other (Please specify)

\_\_\_\_\_

**E9. (IF YES) How often do these meetings occur?**

|                              | <b>MARK (X)<br/>ONLY ONE BOX</b> |
|------------------------------|----------------------------------|
| Daily.....                   | 1 <input type="checkbox"/>       |
| 2-4 times per week .....     | 2 <input type="checkbox"/>       |
| Once a week.....             | 3 <input type="checkbox"/>       |
| 2-3 times per month.....     | 4 <input type="checkbox"/>       |
| Once a month .....           | 5 <input type="checkbox"/>       |
| Several times a year .....   | 6 <input type="checkbox"/>       |
| Other (Please specify) ..... | 7 <input type="checkbox"/>       |

**E10. On average, how long are these meetings with your mentor?**

**MARK (X) ONLY ONE BOX**

- 1 ☐ Less than 15 minutes  
 2 ☐ 15 to 30 minutes  
 3 ☐ 30 minutes to 1 hour  
 4 ☐ 1 to 2 hours  
 5 ☐ More than 2 hours

**E11. Do you feel there is adequate time scheduled for you to meet with your mentor?**

- 1 ☐ Yes  
 0 ☐ No

**E12. During the most recent full week of teaching, how much informal (not scheduled) contact did you have with your mentor?**

**MARK (X) ONLY ONE BOX**

- 0 ☐ No time  
 1 ☐ Less than 15 minutes  
 2 ☐ 15 to 30 minutes  
 3 ☐ 30 minutes to 1 hour  
 4 ☐ 1 to 2 hours  
 5 ☐ More than 2 hours

**E13. During the most recent full week of teaching, how much scheduled time did your mentor spend . . .**

|   | MARK (X) ONE FOR EACH ITEM |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | No Time                    | Less Than 30 Minutes       | 30 Minutes to 1 Hour       | 1 to 2 Hours               | More Than 2 Hours          |
| a. Observing your teaching? .....   | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Meeting with you on a one-to-one basis? .....  | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Meeting with you together with other <u>first-year</u> teachers? .....                 | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Meeting with you together with other teachers (excluding time reported in E13c)? ..... | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Modeling a lesson? .....   | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Co-teaching a lesson? .....  | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**E14. During the most recent full week of teaching, did your mentor . . .**

|   | Not Applicable                | MARK (X) YES OR NO FOR EACH |                            |
|---|-------------------------------|-----------------------------|----------------------------|
|   |                               | Yes                         | No                         |
| a. Give you suggestions to improve your practice? .....                                   |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| b. Give you encouragement or moral support? .....   |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| c. Provide an opportunity for you to raise issues/discuss your individual concerns? ..... |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| d. Provide guidance/information on administrative/logistical issues? .....                |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| e. Work with you to identify teaching challenges and possible solutions? .....            |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| f. Discuss with you instructional goals and ways to achieve them? .....                   |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| g. Provide guidance on how to assess your students? .....                                 |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| h. Share lesson plans, assessments, or other instructional activities? .....              |                               | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |
| i. Act on something you requested the previous week? .....                                | n.a. <input type="checkbox"/> | 1 <input type="checkbox"/>  | 0 <input type="checkbox"/> |

**E15. During the last 3 months, to what extent has your mentor provided you with guidance in the following areas?**

|   |                            | E15. To what extent has your mentor provided you with guidance? |                            |                            |                            |
|---|----------------------------|---|----------------------------|----------------------------|----------------------------|
|   |                            | MARK (X) ONE FOR EACH ITEM                                      |                            |                            |                            |
|   | Not Applicable             | Not at All So Far   | A Little                   | A Moderate Amount          | A Lot                      |
| a. Understanding this school's culture, policies, and practices.....                                |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Accessing district and community resources.....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Handling paperwork .....   |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Working with other teachers to plan instruction .....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Working with other school staff, such as principal, counselors, disability specialist, etc. .... |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Working with parents .....   |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Teaching reading/language arts .....   |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Teaching mathematics.....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Teaching children with varying levels of achievement/ability .....                               |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Reviewing and assessing student work.....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. Implementing classroom management strategies .....   |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Managing student discipline and behavior.....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Using multiple instructional strategies/techniques to teach students.....                        |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. Selecting or adapting curriculum materials.....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. Understanding state or district standards .....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Planning lessons.....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| q. Using student assessments to inform your teaching .  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| r. Motivating students .....  |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| s. Reflecting on your instructional practices .....   |                            | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| t. Teaching English language learners.....  | n <input type="checkbox"/> | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| u. Teaching special needs students.....   | n <input type="checkbox"/> | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| v. Teaching students of varying ethnic/racial and socioeconomic backgrounds.....                    | n <input type="checkbox"/> | 1 <input type="checkbox"/>                                      | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**E16. During the last 3 months, to what extent have you adjusted your classroom practice in response to advice you received from your mentor in the following areas?**

**NOTE:** If your mentor has not given you advice on a topic, mark (X) "No Advice Given."

|  |                               | <b>E16. To what extent have you adjusted your practice?</b> |                            |                            |                            |                            |
|--|-------------------------------|---|----------------------------|----------------------------|----------------------------|----------------------------|
|  |                               | <b>MARK (X) ONE FOR EACH ITEM</b>                           |                            |                            |                            |                            |
|  | <b>Not Applicable</b>         | <b>No Advice Given</b>                                      | <b>Not at All So Far</b>   | <b>A Little</b>            | <b>A Moderate Amount</b>   | <b>A Lot</b>               |
| a. Teaching reading/language arts .....  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Teaching mathematics .....  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Teaching children with varying levels of achievement/ability.....             |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Reviewing and assessing student work .....                                    |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Implementing classroom management strategies.....                             |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Managing student discipline and behavior.                                     |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Using multiple instructional strategies/ techniques to teach students .....   |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Selecting or adapting curriculum materials.....                               |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Understanding state or district standards ..                                  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Planning lessons .....  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. Using student assessments to inform your teaching.....                        |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Motivating students .....   |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Reflecting on your instructional practices ..                                 |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. Teaching English language learners.....                                       | n.a. <input type="checkbox"/> | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. Teaching special needs students.....  | n.a. <input type="checkbox"/> | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Teaching students of varying ethnic/racial and socioeconomic backgrounds..... | n.a. <input type="checkbox"/> | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |



Questions E17-E29 ask about the person you named under question E3 as Mentor 2.

**IF YOU DO NOT HAVE A SECOND MENTOR,  
GO TO SECTION F, PAGE 12**

**E17. Is your mentor currently a . . .**

|   | <b>MARK (X)<br/>ONLY ONE BOX</b> |
|---|----------------------------------|
| Full-time teacher in your school?.....                      | 1 <input type="checkbox"/>       |
| Part-time teacher in your school? .....                     | 2 <input type="checkbox"/>       |
| Full-time mentor who has been released from teaching? ..... | 3 <input type="checkbox"/>       |
| District office person? .....                               | 4 <input type="checkbox"/>       |
| Someone from a licensing or certification program? .....    | 5 <input type="checkbox"/>       |
| Other (Please specify) _____ .....                          | 6 <input type="checkbox"/>       |

**E18. Was this mentor assigned to you?**

- 1 ☐ Yes  
0 ☐ No

**E19. (IF YES) By whom?**

|                                    | <b>MARK (X)<br/>ONLY ONE BOX</b> |
|------------------------------------|----------------------------------|
| School or district .....           | 1 <input type="checkbox"/>       |
| Teacher education program .....    | 2 <input type="checkbox"/>       |
| Other (Please specify) _____ ..... | 3 <input type="checkbox"/>       |

**E20. Is there a time when you and your mentor usually meet?**

- 1 ☐ Yes  
0 ☐ No → **GO TO E25**

**E21. When do these meetings usually take place?**

**MARK (X) ALL THAT APPLY**

- 1 ☐ Before school
- 2 ☐ After school
- 3 ☐ During lunch
- 4 ☐ During planning period
- 5 ☐ Other (Please specify)

\_\_\_\_\_

**E22. (IF YES) How often do these meetings occur?**

|                              | <b>MARK (X)<br/>ONLY ONE BOX</b> |
|------------------------------|----------------------------------|
| Daily.....                   | 1 <input type="checkbox"/>       |
| 2-4 times per week .....     | 2 <input type="checkbox"/>       |
| Once a week.....             | 3 <input type="checkbox"/>       |
| 2-3 times per month.....     | 4 <input type="checkbox"/>       |
| Once a month .....           | 5 <input type="checkbox"/>       |
| Several times a year .....   | 6 <input type="checkbox"/>       |
| Other (Please specify) ..... | 7 <input type="checkbox"/>       |

**E23. On average, how long are these meetings with your mentor?**

**MARK (X) ONLY ONE BOX**

- 1 ☐ Less than 15 minutes
- 2 ☐ 15 to 30 minutes
- 3 ☐ 30 minutes to 1 hour
- 4 ☐ 1 to 2 hours
- 5 ☐ More than 2 hours

**E24. Do you feel there is adequate time scheduled for you to meet with your mentor?**

- 1 ☐ Yes
- 0 ☐ No

**E25. During the most recent full week of teaching, how much informal (not scheduled) contact did you have with your mentor?**

**MARK (X) ONLY ONE BOX**

- 0 ☐ No time
- 1 ☐ Less than 15 minutes
- 2 ☐ 15 to 30 minutes
- 3 ☐ 30 minutes to 1 hour
- 4 ☐ 1 to 2 hours
- 5 ☐ More than 2 hours

**E26. During the most recent full week of teaching, how much scheduled time did your mentor spend . . .**

|   | <b>MARK (X) ONE FOR EACH ITEM</b> |                             |                             |                            |                            |
|---|-----------------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|
|   | <b>No Time</b>                    | <b>Less Than 30 Minutes</b> | <b>30 Minutes to 1 Hour</b> | <b>1 to 2 Hours</b>        | <b>More Than 2 Hours</b>   |
| a. Observing your teaching? .....   | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Meeting with you on a one-to-one basis? .....  | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Meeting with you together with other <u>first-year</u> teachers? .....                 | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Meeting with you together with other teachers (excluding time reported in E26c)? ..... | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Modeling a lesson? .....   | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Co-teaching a lesson? .....  | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**E27. During the most recent full week of teaching, did your mentor . . .**

|   | <b>Not Applicable</b>         | <b>MARK (X) YES OR NO FOR EACH</b> |                            |
|---|-------------------------------|------------------------------------|----------------------------|
|   |                               | <b>Yes</b>                         | <b>No</b>                  |
| a. Give you suggestions to improve your practice? .....                                   |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| b. Give you encouragement or moral support? .....   |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| c. Provide an opportunity for you to raise issues/discuss your individual concerns? ..... |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| d. Provide guidance/information on administrative/logistical issues? .....                |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| e. Work with you to identify teaching challenges and possible solutions? .....            |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| f. Discuss with you instructional goals and ways to achieve them? .....                   |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| g. Provide guidance on how to assess your students? .....                                 |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| h. Share lesson plans, assessments, or other instructional activities? .....              |                               | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| i. Act on something you requested the previous week? .....                                | n.a. <input type="checkbox"/> | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |

**E28. During the last 3 months, to what extent has your mentor provided you with guidance in the following areas?**

|   |                            | <b>E28. To what extent has your mentor provided you with guidance?</b> |                            |                            |                            |
|---|----------------------------|--|----------------------------|----------------------------|----------------------------|
|   |                            | <i>MARK (X) ONE FOR EACH ITEM</i>                                      |                            |                            |                            |
|   | <b>Not Applicable</b>      | <b>Not at All So Far</b>   | <b>A Little</b>            | <b>A Moderate Amount</b>   | <b>A Lot</b>               |
| a. Understanding this school's culture, policies, and practices.....                                |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Accessing district and community resources.....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Handling paperwork .....   |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Working with other teachers to plan instruction .....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Working with other school staff, such as principal, counselors, disability specialist, etc. .... |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Working with parents .....   |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Teaching reading/language arts .....   |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Teaching mathematics.....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Teaching children with varying levels of achievement/ability .....                               |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Reviewing and assessing student work.....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. Implementing classroom management strategies .....   |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Managing student discipline and behavior.....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Using multiple instructional strategies/techniques to teach students.....                        |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. Selecting or adapting curriculum materials.....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. Understanding state or district standards .....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Planning lessons.....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| q. Using student assessments to inform your teaching .....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| r. Motivating students .....  |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| s. Reflecting on your instructional practices .....   |                            | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| t. Teaching English language learners.....  | n <input type="checkbox"/> | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| u. Teaching special needs students.....   | n <input type="checkbox"/> | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| v. Teaching students of varying ethnic/racial and socioeconomic backgrounds.....                    | n <input type="checkbox"/> | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**E29. During the last 3 months, to what extent have you adjusted your classroom practice in response to advice you received from your mentor in the following areas?**

**NOTE:** If your mentor has not given you advice on a topic, mark (X) "No Advice Given."

|  |                               | <b>E29. To what extent have you adjusted your practice?</b> |                            |                            |                            |                            |
|--|-------------------------------|---|----------------------------|----------------------------|----------------------------|----------------------------|
|  |                               | <b>MARK (X) ONE FOR EACH ITEM</b>                           |                            |                            |                            |                            |
|  | <b>Not Applicable</b>         | <b>No Advice Given</b>                                      | <b>Not at All So Far</b>   | <b>A Little</b>            | <b>A Moderate Amount</b>   | <b>A Lot</b>               |
| a. Teaching reading/language arts .....  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Teaching mathematics .....  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Teaching children with varying levels of achievement/ability.....             |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Reviewing and assessing student work .....                                    |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Implementing classroom management strategies.....                             |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Managing student discipline and behavior.                                     |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Using multiple instructional strategies/ techniques to teach students .....   |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Selecting or adapting curriculum materials.....                               |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Understanding state or district standards ..                                  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Planning lessons .....  |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. Using student assessments to inform your teaching.....                        |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Motivating students .....   |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Reflecting on your instructional practices ..                                 |                               | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. Teaching English language learners.....                                       | n.a. <input type="checkbox"/> | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. Teaching special needs students.....  | n.a. <input type="checkbox"/> | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Teaching students of varying ethnic/racial and socioeconomic backgrounds..... | n.a. <input type="checkbox"/> | n <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

## F. PROFESSIONAL DEVELOPMENT

**Professional development activities** are those in which teachers participate to enhance their pedagogical and content knowledge in a variety of areas, such as teaching strategies, education standards, student assessment, applications of technology to instruction, and classroom management. Professional development activities include in-service workshops, study groups, seminars and continuing education courses and can include activities other than school or district offerings.

















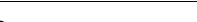

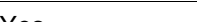









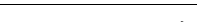

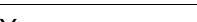





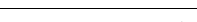
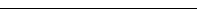
**F1. In the past 3 months, for each of the topics listed below, indicate (a) if professional development was offered on the topic, (b) if you attended, and (c) the amount of time spent on the topic.**

**EXCLUDE** those activities that involve you working one-on-one with a mentor.

**NOTE:** Workshops may cover multiple topics. Estimate how much time was spent on each topic.

| Professional Development Topics                                 | Was professional development offered on this topic?             | If the topic was offered, did you attend?                       | How much time was spent on this topic?  |
|---|---|---|---|
|   | MARK (X) YES OR NO FOR EACH TOPIC                               | MARK (X) YES OR NO ONLY FOR TOPICS OFFERED                      | MARK (X) ONLY ONE BOX   |
| a. Human resource policies/procedures                           | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| b. Parent and community relations                               | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| c. School policies on student disciplinary procedures           | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| d. Instructional techniques/strategies                          | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| e. Understanding the composition of students in your class      | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| f. Content area knowledge (language arts, mathematics, science) | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| g. Lesson planning  | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Yes<br>0 <input type="checkbox"/> No | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |

F1. (continued)

| Professional Development Topics   | Was professional development offered on this topic?   | If the topic was offered, did you attend?  | How much time was spent on this topic?  |
|---|---|--|---|
|   | MARK (X) YES OR NO FOR EACH TOPIC   | MARK (X) YES OR NO ONLY FOR TOPICS OFFERED   | MARK (X) ONLY ONE BOX   |
| h. Analyzing student work/assessment  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| i. Student motivation/engagement  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| j. Differentiated instruction   | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| k. Using computers to support instruction   | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No      | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| l. Classroom management techniques  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No    | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No    | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| m. Accessing school, district, or community resources   | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| n. Administrative paperwork   | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| o. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night) | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| p. Assigning grades/record keeping  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No  | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |
| q. Preparing students for standardized testing  | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No   | 1 <input type="checkbox"/> Yes <br>0 <input type="checkbox"/> No   | 1 <input type="checkbox"/> Less than 30 minutes<br>2 <input type="checkbox"/> 30 minutes to 1 hour<br>3 <input type="checkbox"/> 1 to 2 hours<br>4 <input type="checkbox"/> More than 2 hours |

**F2. On average, I would characterize the usefulness of the professional development activities I attended in the past 3 months as . . .**

**MARK (X) ONLY ONE BOX**

- 1 ☐ Poor  
 2 ☐ Mostly Poor  
 3 ☐ Mostly Good  
 4 ☐ Good

**F3. During the past 3 months, did you . . .**

|  | <b>MARK (X) YES OR NO FOR EACH</b> |                            |
|--|------------------------------------|----------------------------|
|  | <b>Yes</b>                         | <b>No</b>                  |
| a. Keep a written log or record of reflections on your teaching practices? .....   | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| b. Keep a portfolio or record of student work and an analysis of that work? .....  | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| c. Work with a study group of new teachers? .....                                  | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| d. Work with a study group of new and experienced teachers? .....                  | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| e. Observe other teachers teaching in their classrooms? .....                      | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| f. Observe someone else teaching your class? .....                                 | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| g. Meet with the principal to discuss your teaching? .....                         | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| h. Meet with a literacy or mathematics coach or other curricular specialist? ..... | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |
| i. Meet with a resource specialist to discuss needs of particular students? .....  | 1 <input type="checkbox"/>         | 0 <input type="checkbox"/> |

**F4. During the past 3 months, how often were you . . .**

|  | <b>MARK (X) ONE FOR EACH ITEM</b> |                            |                            |                            |
|--|-----------------------------------|----------------------------|----------------------------|----------------------------|
|  | <b>Never</b>                      | <b>Once</b>                | <b>2-3 Times</b>           | <b>4 or More Times</b>     |
| a. Observed teaching your class by your mentor? .....                                  | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| b. Observed teaching your class by your principal? .....                               | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| c. Given feedback on your teaching (not as part of a formal evaluation process)? ..... | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| d. Given feedback on your teaching as part of a formal evaluation process? .....       | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| e. Given feedback on your lesson plans? .....  | 0 <input type="checkbox"/>        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |



## G. FIRST YEAR TEACHING EXPERIENCE

This section is about your experiences during your first year of teaching.

**G1. At this point in the school year, how well prepared do you feel you are to . . .**

| G1. How well prepared are you?  |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| MARK (X) ONE BOX ON EACH LINE   |                            |                            |                            |                            |
|   | Not at all<br>Prepared     | Somewhat<br>Prepared       | Well<br>Prepared           | Very Well<br>Prepared      |
| a. Handle a range of classroom management or discipline situations? .....                                 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Use a variety of instructional methods? .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Teach reading/language arts? .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Teach mathematics? .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Assess your students? .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Select and adapt curriculum and instructional materials? .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Motivate students? .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Work effectively with parents? .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Work with students who have special behavioral, emotional, developmental or physical challenges? ..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Work with other teachers to plan instruction? .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. Work with the principal or other instructional leaders? .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Plan effective lessons? .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Work with English language learners? .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. Be an effective teacher? .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. Address the needs of a diversity of learners? .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

**G2. Did you receive the following kinds of support during the past 3 months?**

| <b>G2. Did you receive support?</b>   |   |
|---|---|
| <b>MARK (X) YES OR NO FOR EACH</b>  |   |
| <b>Yes</b>  | <b>No</b>   |
| a. Reduced teaching schedule.....   | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |
| b. Common planning time with teachers at your grade level.....  | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |
| c. A teacher's aide to assist you .....   | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |
| d. Regular communication with your principal, other administrators, or department chair focused on your teaching practice ..... | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |

**G3. Were the following duties part of your teaching assignment in the past 3 months?**

| <b>MARK (X) YES OR NO FOR EACH</b>  |   |
|---|---|
| <b>Yes</b>  | <b>No</b>   |
| a. Extracurricular assignments.....   | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |
| b. Move between classrooms .....  | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |
| c. Travel to more than one school to teach .....  | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |
| d. Administrative duties including lunchroom, hall, and recess duties (but not staff meetings)... | 1 <input type="checkbox"/> 0 <input type="checkbox"/> |

## H. SATISFACTION

H1. At this point, how satisfied are you with EACH of the following aspects of teaching at THIS SCHOOL?

|  | H1. How satisfied are you? |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
|  | MARK (X) ONE FOR EACH ITEM |                            |                            |                            |
|  | Very Dissatisfied          | Somewhat Dissatisfied      | Somewhat Satisfied         | Very Satisfied             |
| a. Support from administration for beginning teachers.....                   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Availability of resources and materials/equipment for your classroom..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Your input into school policies and practices.....                        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Autonomy or control over your own classroom .....                         | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Student motivation to learn .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Student discipline and behavior.....                                      | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Opportunities for professional development.....                           | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. The principal's leadership and vision.....                                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Professional caliber of colleagues .....                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Supportive atmosphere among faculty/collaboration with colleagues .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. School facilities such as the building or grounds.....                    | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Parental involvement in the school .....                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Your grade assignment.....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. The students assigned to you.....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. School policies .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Salary and benefits .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| q. Professional prestige .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| r. Intellectual challenge .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| s. Emphasis on standardized test scores.....                                 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| t. Workload.....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

## I. CONTACT INFORMATION

The survey you completed involves brief follow-ups during this academic year. Please provide information to help us contact you. MPR will mail your check to the address below.

11. Please PRINT your name, home address, and telephone number.

Your Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (|\_|\_|\_|\_|) - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

Thank you for completing this survey.

Please record the date you completed the survey and mail it to MPR in the envelope provided.

DATE COMPLETED: |\_|\_|\_|\_| / |\_|\_|\_|\_| / |\_|\_|\_|\_|\_|  
Month Day Year

## **APPENDIX J**

### **COVER LETTER FOR THE TEACHER MOBILITY QUESTIONNAIRE**



COVER LETTER FOR MOBILITY QUESTIONNAIRE

[DATE]

[MPR ID]

Dear [Teacher's name]:

Thank you very much for your participation last school year in the National Evaluation of Teacher Induction Programs, sponsored by the U.S. Department of Education, Institute of Education Sciences. The information gathered is vitally important to better understand what contributes to the preparation, support, and retention of new teachers.

As part of the evaluation, we are conducting a survey of teachers to find out about their current employment and job satisfaction. We will use the information collected to analyze the impact of teacher induction programs. Enclosed is the survey we would like you to complete, which should take you about 20 minutes. **The information you provide through this survey will be kept strictly confidential. Responses will not be identified by individual or even by school.**

Please return your completed Mobility Questionnaire in the next two weeks using the enclosed postage paid business reply envelope. We will mail you a check for \$20 as a thank you for your continued participation. If you have any questions or concerns about the study or the survey, please do not hesitate to call me at 609-275-2294 or email me at [PNemeth@mathematica-mpr.com](mailto:PNemeth@mathematica-mpr.com). Thanks again for your cooperation and support of this important research study.

Sincerely,

Attachments:





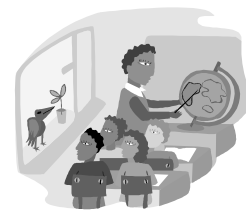
**APPENDIX K**  
**MOBILITY QUESTIONNAIRE**





# MOBILITY QUESTIONNAIRE

## STUDY OF TEACHER INDUCTION PROGRAMS



Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consist of various components and activities and often include mentoring and professional development workshops.

The questions on this form ask about your employment status and your job satisfaction. For each item, please mark only one answer, unless instructions say to "MARK ALL THAT APPLY." Thank you very much for helping us to learn more about teacher mobility and job satisfaction.

### We want you to know that:

1. We are asking you these questions to gather information about new teachers' career decisions and their experiences with teacher induction.
2. You may skip any questions you do not wish to answer however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public program.
3. All responses are confidential. Your responses will be combined with those of other teachers, and the answers you give will never be identified as yours.

**Mathematica Policy Research, Inc. (MPR)  
Princeton, NJ**

[pnemeth@mathematica-mpr.com](mailto:pnemeth@mathematica-mpr.com)

[www.mathematica-mpr.com](http://www.mathematica-mpr.com)

**For questions, call Pat Nemeth at 800-XXX-XXXX**

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **xxxx-xxxx**. The time required to complete this information collection is estimated to average 20 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.



## INTRODUCTION

We appreciate your continued participation in the study of Teacher Induction for the U.S. Department of Education. In this survey, we want to learn about your current employment status, job satisfaction, and additional education opportunities.

## J. EMPLOYMENT STATUS

YOU MAY USE EITHER A PENCIL OR A PEN.

This section asks about your current employment status.

**J1. Are you currently teaching?**

- 1 ☐ Yes  
 0 ☐ No → GO TO SECTION K

**J2. Which grade(s) do you currently teach?**

- x ☐ Prekindergarten  
 0 ☐ Kindergarten  
 1 ☐ 1st  
 2 ☐ 2nd  
 3 ☐ 3rd  
 4 ☐ 4th  
 4 ☐ 5th  
 5 ☐ 6th  
 6 ☐ Other (*Please specify*)
- 

**J3. Are you currently teaching at . . .**

- 1 ☐ The same school you started in at the beginning of last year → GO TO SECTION L  
 2 ☐ A different school

**J4. Which of the following best describes your current employment status?**

- 1 ☐ Teaching in a new school, in the same district  
 2 ☐ Teaching in another district  
 3 ☐ Teaching in a private school  
 4 ☐ Teaching in a parochial school

**J5. Record the information for your current school.**

School Name: \_\_\_\_\_

School District: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

**J6. Using the scale provided, indicate how important each of the following reasons was to your decision to leave the school you started at in the beginning of last year.**

| Reasons for Leaving School   | How important is the reason you left the school?<br>MARK (X) ONE BOX ON EACH LINE |                            |                            |                            |
|--|---|----------------------------|----------------------------|----------------------------|
|  | Not at All Important/NA   | Somewhat Important         | Very Important             | Extremely Important        |
| a. Involuntary transfer .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Moved out of the area .....   | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Changed my residence due to my spouse/partner changing jobs .....   | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Salary or benefits .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Job security .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Opportunities for desirable teaching assignment (subject area or grade level) .....                             | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Workplace conditions (e.g., facilities, classroom resources, school safety, parent and community support) ..... | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Dissatisfied with administrative support at last year's school .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Principal's leadership .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Changes in responsibilities .....   | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. Challenges of implementing new reform measures .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Difficulty with colleagues .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Autonomy over my classroom .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. Inadequate time to prepare lesson plans .....   | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. Professional development opportunities .....  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Not asked to return to the position .....   | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| q. Some other reason ( <i>Please specify</i> ) .....   | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| _____  |   |                            |                            |                            |

**J7. Of the reasons you listed above (a-q), please indicate the letter associated with the single most important reason you left the school you started at in the beginning of the last year. ....**

LETTER OF SINGLE MOST IMPORTANT REASON

**J8. When did you leave the teaching position you started in at the beginning of last year?**

1 ☐ End of 2005-2006 school year

2 ☐ Other time:      |\_\_|\_\_| MONTH

|\_\_|\_\_|\_\_|\_\_| YEAR

**J9. When did you start your current position?**

1 ☐ Beginning of current school year

2 ☐ Other time:      |\_\_|\_\_| MONTH

|\_\_|\_\_|\_\_|\_\_| YEAR

**GO TO SECTION L**

## K. INFORMATION ON LEAVING THE TEACHING PROFESSION

In this section, you are asked about the reasons you left the teaching profession.

K1. Using the scale provided, indicate the level of importance EACH of the following played in your decision to LEAVE THE TEACHING PROFESSION.

| Reasons for Leaving Teaching Profession   | How important was this reason in your decision to leave? |                            |                            |                            |
|---|--|----------------------------|----------------------------|----------------------------|
|   | MARK (X) ONE BOX ON EACH LINE                            |                            |                            |                            |
|   | Not at All Important                                     | Somewhat Important         | Very Important             | Extremely Important        |
| a. Decided to change my residence.....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Changed my residence due to my spouse/partner changing jobs .....                                    | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Pregnancy/child birth .....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Child rearing.....   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Health (self).....   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Health (family member).....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Other family or personal reasons.....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Wanted to teach in a different state but my state teacher certification was not accepted there ..... | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Was laid off or involuntarily transferred .....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. For better salary or benefits  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. To pursue another career .....   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. To take courses to improve career opportunities WITHIN the field of education .....                  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. To take courses to improve career opportunities OUTSIDE the field of education.....                  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. Poor opportunities for professional advancement .....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. Lack of resources/materials/equipment .....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Difficulty with colleagues.....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| q. Inadequate time to prepare lesson plans.....   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| r. Student discipline problems .....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| s. Poor student motivation .....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| t. Inadequate support from administration .....   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| u. Poor principal leadership .....  | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| v. Teacher burnout.....   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| w. Some other reason ( <i>Please specify</i> ).....   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

K2. Of the reasons you listed above (a-w), please indicate the letter associated with the single most important reason you left the school. ....

LETTER OF SINGLE MOST IMPORTANT REASON



**K3. What date did you stop teaching?**

\_\_\_\_/\_\_\_\_/\_\_\_\_  
MONTH DAY YEAR

**K4. How likely is it that you will return to a teaching position in the future?**

**MARK (X) ONLY ONE BOX**

- 1 ☐ Definitely will return
- 2 ☐ Probably will return
- 3 ☐ Not sure, but likely
- 4 ☐ Not sure, but unlikely
- 5 ☐ Probably will not return
- 6 ☐ Definitely will not return → GO TO K6

**K5. If you did return to teaching, when would you expect to return? Even if you are not sure, your best guess is fine.**

**MARK (X) ONLY ONE BOX**

- 0 ☐ This school year
- 1 ☐ Next year
- 2 ☐ In 2 years
- 3 ☐ In 3 years
- 4 ☐ In 4 years
- 5 ☐ In 5 years
- 6 ☐ More than 5 years from now

**K6. What is your current employment status:**

**MARK (X) ONLY ONE BOX**

- 1 ☐ Working for pay, full-time (35 hours per week or more, on average) → GO TO K9
- 2 ☐ Working for pay, part-time
- 3 ☐ Not employed

**K7. Which of these conditions describes your main activities during the week?**

**MARK (X) ALL THAT APPLY**

- 1 ☐ Working → GO TO K9
  - 2 ☐ Seeking employment
  - 3 ☐ Caring for children or other relatives at home
  - 4 ☐ Volunteering at least 20 hours per week
  - 5 ☐ Part-time student
  - 6 ☐ Full-time student
  - 7 ☐ Something else (Please specify) \_\_\_\_\_
- GO TO M1



## L. SATISFACTION

**L1. Thinking about your current teaching position, how satisfied are you with EACH of the following aspects of teaching?**

| Satisfaction with the Aspects of Teaching                                    | L1. How satisfied are you? |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
|  | MARK (X) ONE FOR EACH ITEM |                            |                            |                            |
|  | Very Dissatisfied          | Somewhat Dissatisfied      | Somewhat Satisfied         | Very Satisfied             |
| a. Support from administration for beginning teachers .....                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Availability of resources and materials/equipment for your classroom..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Your input into school policies and practices .....                       | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Autonomy or control over your own classroom .....                         | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Student motivation to learn.....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Student discipline and behavior .....                                     | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Opportunities for professional development.....                           | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. The principal's leadership and vision .....                               | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Professional caliber of colleagues .....                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. Supportive atmosphere among faculty/collaboration with colleagues .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| k. School facilities such as the building or grounds .....                   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| l. Parental involvement in the school.....                                   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| m. Your grade assignment .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| n. The students assigned to you .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| o. School policies.....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| p. Salary and benefits.....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| q. Professional prestige .....   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| r. Intellectual challenge .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| s. Emphasis on standardized test scores.....                                 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| t. Workload .....  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

## M. CONTINUING EDUCATION

**M1. Have you taken educational courses, received additional certification, or received an additional degree in the past year?**

**NOTE: Please do not include inservice or district classes.**

**MARK (X) ALL THAT APPLY**

- 1 ☐ Yes, taken educational courses
- 2 ☐ Yes, received additional certification
- 3 ☐ Yes, received additional degree
- 4 ☐ No → **GO TO N1**

**M2. Did you receive or are you working toward any of the following degrees or certificates?**

**MARK ALL THAT APPLY**

- 1 ☐ MS or MA degree
- 2 ☐ MBA degree
- 3 ☐ EdD or Ph.D.
- 4 ☐ State certification for elementary education
- 5 ☐ State certification for special education
- 6 ☐ Other degrees or certifications (*Please specify*)

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**M3. Which of the following were reasons you took additional courses, received additional certification, or received an additional degree?**

**NOTE: Please do not include inservice or district classes.**

**MARK (X) ALL THAT APPLY**

- 1 ☐ To increase salary
- 2 ☐ For professional development in current field
- 3 ☐ To teach in a different grade than the one taught last year
- 4 ☐ For a non-teaching position in elementary or secondary education
- 5 ☐ For an occupation outside elementary or secondary education
- 6 ☐ Required to keep your teaching position or certification
- 7 ☐ Other (*Please specify*)

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## N. PERSONAL BACKGROUND INFORMATION

**N1. Are you currently married or living with a partner, or are you single, separated, divorced, widowed, or have you never been married?**

- 1 ☐ Married or living with a partner  
 2 ☐ Single, separated, divorced, widowed, or never married

**N2. Do you currently own or rent the residence where you live, or do you live with your parents?**

- 1 ☐ Own (either paying a mortgage or own outright)  
 2 ☐ Rent  
 3 ☐ Live at home with parents

**N3. Do you have any children living with you? Include birth, adopted, foster, or stepchildren.**

- 1 ☐ Yes  
 0 ☐ No → GO TO N5

**N4. How many of your children are . . .**

- a. Under the age of 1? .....|\_|\_|  
 b. Between the ages of 1 and 5? .....|\_|\_|  
 c. Between the ages of 6 and 11? .....|\_|\_|  
 d. Between the ages of 12 and 18? .....|\_|\_|  
 e. Over the age of 18? .....|\_|\_|

**N5. Do you live in the same school district where you teach?**

- 1 ☐ Yes  
 0 ☐ No  
 na ☐ No longer in teaching

**N6. How far do you live from where you work?**

|\_|\_| MILES COMMUTING ONE-WAY

|\_|\_|\_| MINUTES COMMUTING ONE-WAY

- n ☐ Not currently working outside the home

## O. CONTACT INFORMATION

- O1. The survey you have completed involves brief follow-ups at later times to learn about teachers' movements in the labor force. Providing the information below is voluntary, not mandatory. The following information will help us contact you if you move or change jobs

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you. MPR will mail your check to the address you provide below.

Your Name: \_\_\_\_\_

Spouse's Full Name: \_\_\_\_\_  
(If applicable)

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (|\_|\_|\_|\_|) - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

☐ My name

☐ Other (Please specify name)

\_\_\_\_\_

Cell Phone Number: (|\_|\_|\_|\_|) - |\_|\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

- O2. Please indicate today's date:

|\_|\_|\_| / |\_|\_|\_| / |2|0|0|\_|\_|\_|  
Month Day Year

- O3. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list any person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

**(1) First Person**

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

In whose name is the telephone number listed?

**MARK (X) ONE ONLY**

- 1 ☐ Name entered above  
2 ☐ Other (Please specify name)

\_\_\_\_\_

What is the name and address of another person who would know where to get in touch with you during the coming years? Don't list any person who now lives with you. Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.).

**(2) Second Person**

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

In whose name is the telephone number listed?

**MARK (X) ONE ONLY**

- 1 ☐ Name entered above  
2 ☐ Other (Please specify name)

\_\_\_\_\_

**Thank you for completing this survey. Please mail it back to MPR in the envelope provided.**





**APPENDIX L**

**FEDERAL REGISTER NOTICE**



[Federal Register: March 1, 2005 (Volume 70, Number 39)]  
 [Notices]  
 [Page 9931]  
 From the Federal Register Online via GPO Access [wais.access.gpo.gov]  
 [DOCID:fr01mr05-50]

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**DEPARTMENT OF EDUCATION**

Notice **of** Proposed Information Collection Requests

AGENCY: **Department of Education.**

SUMMARY: The Leader, Information Management Case Services Team, Regulatory Information Management Services, Office **of** the Chief Information Officer, invites comments on the proposed information collection requests as required by the Paperwork Reduction Act **of** 1995.

DATES: Interested persons are invited to submit comments on or before May 2, 2005.

SUPPLEMENTARY INFORMATION:

Section 3506 **of** the Paperwork Reduction Act **of** 1995 (44 U.S.C. Chapter 35) requires that the Office **of** Management and Budget (OMB) provide interested Federal agencies and the public an early opportunity to comment on information collection requests. OMB may amend or waive the requirement for public consultation to the extent that public participation in the approval process would defeat the purpose **of** the information collection, violate State or Federal law, or substantially interfere with any agency's ability to perform its statutory obligations. The Leader, Information Management Case Services Team, Regulatory Information Management Services, Office **of** the Chief Information Officer, publishes that notice containing proposed information collection requests prior to submission **of** these requests to OMB. Each proposed information collection, grouped by office, contains the following: (1) Type **of** review requested, e.g., new, revision, extension, existing or reinstatement; (2) title; (3) summary **of** the collection; (4) description **of** the need for, and proposed use **of**, the information; (5) respondents and frequency **of** collection; and (6) reporting and/or recordkeeping burden. OMB invites public comment.

The **Department of Education** is especially interested in public comment addressing the following issues: (1) Is this collection necessary to the proper functions **of** the **Department**; (2) will this information be processed and used in a timely manner; (3) is the estimate **of** burden accurate; (4) how might the **Department** enhance the quality, utility, and clarity **of** the information to be collected; and (5) how might the **Department** minimize the burden **of** this collection on the respondents, including through the use **of** information technology.

Dated: February 23, 2005.  
 Angela C. Arrington,  
 Leader, Information Management Case Services Team, Regulatory Information Management Services, Office **of** the Chief Information Officer.

Institute **of** Education Sciences

Type **of** Review: New.

Title: Evaluation **of** the Impact **of** Teacher Induction Programs.

Frequency: On occasion.

Affected Public: State, Local, or Tribal Gov't, SEAs or LEAs;  
 Individuals or household.

Reporting and Recordkeeping Hour Burden:

Responses: 8,515.

Burden Hours: 2,844.

Abstract: Data collection for impact evaluation **of teacher induction** programs. A sample **of** teachers are the primary respondents.

Requests for copies **of** the proposed information collection request may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 2689. When you access the information collection, click on "Download Attachments" to view. Written requests for information should be addressed to U.S. **Department of Education**, 400 Maryland Avenue, SW., Potomac Center, 9th Floor, Washington, DC 20202-4700. Requests may also be electronically mailed to the Internet address OCIO\_RIMG@ed.gov or faxed to 202-245-6621. Please specify the complete title **of** the information collection when making your request.

Comments regarding burden and/or the collection activity requirements should be directed to Bennie Jessup at her e-mail address [Bennie.Jessup@ed.gov](mailto:Bennie.Jessup@ed.gov). Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

[FR Doc. E5-809 Filed 2-28-05; 8:45 am]

BILLING CODE 4000-01-P